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ABSTRACT

Sample unit outlines, designed for kindergarten through grade six, define the content, activities, and assessment tasks appropriate to specific grade levels. The units have been extracted from the Board-approved curriculum, Health Education: The Curricular Approach to Optimal Health. The instructional guidelines for grade one are: describing a cooperative family unit, identifying the family as a basic unit of society, comparing the growth of living things, and demonstrating an awareness of self and others. The instructional guidelines for grade two are: exploring family roles, identifying the family as a basic unit of society, comparing the growth of living things, and demonstrating a positive self-concept. Instructional guidelines for grades three and four are: exploring the influences of the family on the decision-making process, describing plant and animal reproduction, and listing similarities and/or differences between humans and animals. The instructional guidelines for grade five are: identifying and undertaking the systems of the body, identifying factors that strengthen family life, using effective interpersonal relationship techniques, and discussing growth and development patterns of individuals during puberty. The instructional guides for grade six are: understanding human reproduction, exploring how family relationships affect individual behavior, and understanding maturation and puberty. (RSL)

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FAMILY LIFE AND HUMAN DEVELOPMENT

Sample Units, K-6

Prince George's County Public Schools
Upper Marlboro, Maryland 20772
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INTRODUCTION

Many elementary school administrators and teachers have requested additional direction for implementation of the Maryland State Department of Education Bylaw 321:1 (13.03.02.01A). The attached sample unit outlines, K-6, will define the content, activities, and assessment tasks appropriate to specific grade levels. These units have been extracted from the Board approved curriculum, Health Education: The Curricular Approach to Optimal Health. Please note that these units represent a minimum Family Life and Human Development Program.

Please refer to the Family Life and Human Development Booklet, revised 1982-83, for specific implementation procedures.

Consult with the school-based Media Specialist for an updated list of appropriate approved books and audio-visual materials.

For additional assistance with the selection of resource materials or supplemental learning activities, please contact the Area Health Education Specialist.

FAMILY LIFE AND HUMAN DEVELOPMENT
Kindergarten

Behavioral Objectives

1. Given examples of selected family, school, and peer group practices, the learner will be able to identify those which may be beneficial or harmful to health.

2. Given a group of which an individual is a member and the lists of roles that individuals within each group play, the learner will be able to select those roles which he/she believes he/she plays in each group.

3. Given a series of models or pictures of living things, the learner will be able to match the parents with appropriate offspring.

4. Given a description of an individual, the learner will be able to identify characteristics which are important to total growth and development and to explain why they are important.

5. Given a description of a living thing at two different stages of development, the learner will be able to cite changes in physical size and in physical features which indicate individual growth and development.

Behaviorial Objective 1: Given examples of selected family, school, and peer group practices, the learner will be able to identify those which may be beneficial or harmful to health.

Kindergarten

CONTENT	ACTIVITIES	ASSESSMENT TASKS
There are practices within a social group which may be beneficial or harmful to health. I. Family practices A. Beneficial 1. Taking care of one's own belongings 2. Helping family members solve problems 3. Assigning chores to individual members 4. Respecting an individual's right to privacy 5. Being on time 6. Other B. Harmful 1. Leaving a young child to care for a younger one 2. Permitting young children to use tools and equipment without adequate supervision 3. Other	I. Tell a story with pictures that are created or taken from magazines which show how family members contribute to each other's health. Explain what each person in the picture is doing to help someone else. Identify that part which you might be able to do. See if other classmates might do the same in their families.	TEACHER: Kindergarten Display pictures or make and play audio tapes of situations which involve family, school, and peer group practices. Ask the learners to identify which practices are beneficial and which ones are harmful to health. For example: SITUATION — POSSIBLE RESPONSE(S) Helping a brother or sister repair a bicycle — Beneficial Taking a classmate who has been injured to the school nurse — Beneficial Crossing a street between parked cars — Harmful

CONTENT	ACTIVITIES	ASSESSMENT TASKS
II. School practices A. Beneficial 1. Providing staff to meet children's needs a. Education b. Health c. Safety 2. Providing a healthful and safe environment a. Proper lighting and heating b. Appropriate health services c. Fire drills d. Appropriate size furniture e. Other 3. Providing social experiences a. Group work b. Group play c. Class celebrations d. Field trips e. Other 4. Creating an awareness of different cultures 5. Providing an atmosphere conducive to learning 6. Other	II. Have students visit the people who work in the school offices, cafeteria, library, gymnasium, health room, and furnace room to understand what their responsibilities are for your school. See how they help you have a safer, more healthful everyday environment in which to work and play. II. Walk through the school; observe, discuss and list possible safety hazards. Watch you classmates' reaction to these hazards. How do they cope with them? How can you help make each less hazardous? What precautions need to be taken? Whom do you ask for assistance? Develop eye-catching, easy-to-read signs and display them where others can see and read them to avoid accidents.	Draw pictures to illustrate each visit and to show what each person does for you and your school. Compare their duties with the duties of your teacher and yourself.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
III. Peer group practices A. Beneficial 1. Exchanging ideas 2. Working together as a unit 3. Giving a feeling of support and belonging 4. Giving up some individuality for the security of belonging 5. Other B. Harmful 1. Conforming to the demands of the group to the point of taking risks 2. Trying to get others to do things that are wrong 3. Other	III. Have students discuss the following questions: 1. What are some of the things you like to do with your friends? 2. What do your older brothers or sisters like to do with their friends? 3. Name some of the things adults do with their friends. 4. Do all of you enjoy the same things with your friends or does your age group make a difference?	Have each group make a list to show how each age group differs in its interests.

Behaviorial Objective 2: Given a group of which an individual is a member and the lists of roles that individuals within each group play, the learner will be able to select those roles which he/she believes he/she plays in each group.

Kindergarten

CONTENT	ACTIVITIES	ASSESSMENT TASKS
Each child has a role within the social group of which he/she is a member. I. Family A. Perceives the home as a place where members should care about one another, have feelings for one another, and deal openly with these feelings B. Becomes aware of the needs and feelings of self, family members, and others within the home C. Views the home as a place where conflicts may be worked out D. Accepts responsibilities at home 1. Does chores around the house 2. Helps to care for a member who is ill 3. Helps other family members 4. Cares for family pets by keeping them healthy	I. Discuss the pets you have at home. Talk about your responsibilities in taking care of them. Draw pictures which show how you help care for your pet. Compile all of the drawings into a handbook entitled, "Pet Care." Display this handbook in the school library.	Have students name a group to which they are likely to belong, and compile a list of contributions that individuals make to each group. For example: GROUP — CONTRIBUTIONS Family — Washes dishes Feeds pets Team — Plays hard Helps teammates Scouts — Performs assigned duties Lead activities

CONTENT	ACTIVITIES	ASSESSMENT TASKS
E. Understands the need for parental discipline F. Understands that families can be effective even though they may differ in structure G. Share responsibilities whether he/she wants to or not		

CONTENT	ACTIVITIES	ASSESSMENT TASKS
II. School A. Understands the purpose for being in school B. Respects rules, people who make them, and ways in which they can properly be changed C. Uses school facilities properly 1. Fountain 2. Lavatory 3. Cafeteria D. Accepts responsibility as a classmate 1. Sharing 2. Being a good sport 3. Helping others 4. Following rules for safety 5. Respecting rights of others 6. Showing concern for others' feelings 7. Other E. Understands the difference between <u>tattling</u> and <u>concern</u> F. Recognizes situations that require adult help	II. Make a chart which shows health and safety regulations for using each of the following: the cafeteria, drinking fountains, lavatory, and playground equipment.	Students will cite examples of health and safety regulations in their school.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
III. Peer group A. Accepts responsibilities B. Follows rules for safety C. Understands that individual differences in people are natural and that each person can make a contribution D. Understands factors of friendship 1. Fair play 2. Sharing 3. Taking turns 4. Other E. Decides when to go along with the group and when not to do so F. Realizes that activities differ from one peer group to another G. Copes with deviant behavior by a group member	III. Ask each child to trace his/her hands on colored paper and write his/her name on the hands. First name on one and last name on the other one. Fasten together with string. Hang the hands over appropriate hooks.	Students will display through their classroom behavior that they respect others and accept responsibilities.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
IV. Community A. Accepts and understands the need for these health services 1. Immunizations 2. Medical and dental examinations 3. Psychological evaluations 4. First aid 5. Trash and garbage collection 6. Sewage disposal 7. Other B. Understands and appreciates the importance of health and safety services 1. Police and fire protection 2. Public health services 3. Sewage and sanitation 4. Other services C. Understands the function of various health team members 1. Doctors 2. Ambulance team 3. Nurses 4. Health Aides 5. Orderlies 6. Dieticians 7. Dentists 8. Psychologists 9. Other	IV. Ask the children why they need to have their eyes and ears tested. Explain the earphones for the hearing test. Use the E to have children show with their hand which way the letter points. IV. Show and discuss an appropriate filmstrip or film that depicts safety practices when walking or riding to and from school.	

CONTENT	ACTIVITIES	ASSESSMENT TASKS
D. Respects the property of self and others E. Respects the rights of others F. Accepts a personal responsibility for accident prevention 1. Knows and obeys the safety signs and laws 2. Practices safety precautions in regard to toys; e.g., skates, bicycles, fireworks 3. Avoids playing in dangerous areas; e.g., excavation sites, railroad tracks, highways and abandoned wells 4. Avoids handling tools and appliances that are for adult use G. Uses public facilities properly H. Understands and accepts likenesses and differences among families in the community I. Understands that there are ways of living different from one's own--urban, inner-city, suburban, rural		

Behavioral Objective 3: Given a series of models or pictures of living things, the learner will be able to match the parent with appropriate offspring.

Kindergarten

CONTENT	ACTIVITIES	ASSESSMENT TASKS
All living things reproduce their own kind I. Human beings II. Other animals A. Mammals B. Fish C. Amphibians D. Reptiles E. Birds	I., II. Display pictures or use transparencies of adult animals and their young, including the human family, to note which ways babies of all kinds are like or unlike their parents. II. Ask: 1. "Where might you find these animals? 2. How can you learn more about your animal?" II. To assist the children in understanding the animal family concept that all animals have a family with a mother and father, have the children go through the alphabet naming an animal family for each letter, i.e., antelope family, bear family, cat family, dog family, elephant family, etc.	Display two sets of pictures; one set of adults, the other of their offspring. Ask the learners to match the adults with their offspring. For example: PICTURES — POSSIBLE RESPONSE(S) Frog — Tadpole Horse — Foal Human — Child Cat — Kitten Dog — Puppy Students will be able to match the parent with appropriate offspring.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
III. Other living things	III. Read a poem or a story to the class about growth. Ask the learners to compare their growth with the plants raised in the classroom. Note similarities and differences.	Students will be aware that all living things reproduce their own kind.

Behaviorial Objective 4: Given a description of an individual, the learner will be able to identify characteristics which are important to total growth and development and explain why they are important.

Kindergarten

CONTENT	ACTIVITIES	ASSESSMENT TASKS
Each of us has characteristics important to total growth and development I. Each person has his/her own pattern and rate of growth and development A. Physical 1. Height and weight 2. Motor development 3. Tooth development 4. Other B. Social 1. Family, friends, school, community 2. Acceptance, rejection 3. Other	I. Check each activity you can do: Activity Balance beam - forward, backward, sideways Hop Skip Slide Gallop Jump rope How long did you do each of these activities before you got tired? Students: B. Draw yourself doing something at home which shows that you love and care for your family.	Describe an individual or a situation in which some physical, intellectual, social, emotional, and/or value characteristic is paramount. Ask the learners to identify the characteristic and explain how it helped the person to grow and mature. For example: INDIVIDUAL OR SITUATION — POSSIBLE RESPONSE(S) Athlete — Physical ability gave him/her confidence and helped that person to be more fair-minded School Safety — Desire to help others. Become a better person of responsibility. Learn to understand responsibilities and practice them.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
C. Emotional 1. Experiencing feelings - happiness, sadness, fear, anger 2. Recognizing feelings a. Self b. Others 3. Handling our feelings	C. Discuss feelings about crying and laughing. How can these help you to feel better? When and why should we stop crying or laughing? TEACHER: C. MIRROR, MIRROR Purpose: To help the learners recognize their own feelings. Place a mirror somewhere in the room for the children. Directions: (child) 1. Look in the mirror. 2. Answer: "How do you feel today? What do you think has made you feel this way?" 3. Draw a face in the booklet on the table to show how you feel. 4. Can you smile without showing your teeth? When the book if full, talk about all of the different feelings on the faces in the book.	3. Given a list of three dental health products, the learner can state two uses of each, one of which is beneficial and one of which may be harmful to dental health. ACCEPTABLE RESPONSES: PRODUCT Toothbrush Dental Floss BENEFICIAL USE Proper brushing of teeth (vertical on vertical surfaces) Clean food from surfaces HARMFUL USE Improper brushing of teeth (horizontal on vertical surfaces) Cleaning food from teeth near the gums (may damage gums) Students will identify characteristics of a happy/sad person. Students will discuss the variety of emotions depicted in their booklet

CONTENT	ACTIVITIES	ASSESSMENT TASKS
II. Each person has physical, intellectual, social, and emotional characteristics that contribute to the development of self concept A. Happiness B. Pride C. Integrity D. Confidence E. Achievement F. Belongingness/Acceptance G. Enjoyment	II. Illustrate each of the following statements on a separate piece of paper: 1. This makes me happy. 2. This makes me proud. 3. This gives me confidence. 4. This enables me to do things. 5. This makes me part of the group. 6. This makes me comfortable. 7. This helps me enjoy things. Combine your drawings to make a "Me Booklet." Share and discuss your booklet with the class.	Students will complete a "Me Booklet."

Behaviorial Objective 5: Given a description of a living thing at two different stages of development the learner will be able to cite changes in physical size and in physical features which indicate individual growth and development.

Kindergarten

CONTENT	ACTIVITIES	ASSESSMENT TASKS
Physical changes indicate the growth and development of an individual. **I. Heredity determines the possible growth and development patterns of individuals.** **A. Size** **B. Shape - features** **C. Coloring**	I. Outline the body of a classmate life size on paper and ask him/her to outline your body on paper. Complete the outline with a face, hair, and clothes. Discuss any similarities or differences.	Display pairs of pictures of living things - people and animals. Ask the learners to describe differences in size and physical features between each pair of pictures. For example: PICTURES — POSSIBLE RESPONSE(S) Baby hamster — No hair, closed eyes, undistinguished facial features Adult hamster — Fur coat, eyes open, distinct facial features

CONTENT	ACTIVITIES	ASSESSMENT TASKS
II. Growth and development may be altered by A. Physical malfunction 1. Occular 2. Orthondontal 3. Auditory 4. Obesity 5. Other B. Environmental conditions 1. Inadequate diets of individuals - rickets, scurvey 2. Inadequate soil and sunlight for plants 3. Germs 4. Allergies - pollen 5. Other C. Assimilated substances 1. Food 2. Medicines 3. Pollutants 4. Allergens 5. Other	II. Discuss various aspects of seating arrangements for better visibility. Lead into a discussion of eye malfunctions according to the ability of the children in your class to use the information.	Students will describe how they might behave if they could not see.

FAMILY LIFE AND HUMAN DEVELOPMENT
Grade One

Behavioral Objectives

1. Given examples of selected family, school, and peer group practices, the learner will be able to identify those which may be beneficial or harmful to health.

2. Given a group of which an individual is a member and the lists of roles that individuals within each group play, the learner will be able to select those roles which he/she believes he/she plays in each group.

3. Given a series of models or pictures of living things, the learner will be able to match the parents with appropriate offspring.

4. Given a description of an individual, the learner will be able to identify characteristics which are important to total growth and development and to explain why they are important.

5. Given a description of a living thing at two different stages of development, the learner will be able to cite changes in physical size and in physical features which indicate individual growth and development.

Elementary Instructional Guidelines

Essentials for this unit are:

1. Describing a cooperative family unit.
2. Identifying the family as a basic unit of society.
3. Comparing the growth of living things.
4. Demonstrating an awareness of self and others.

Behaviorial Objective 1: Given examples of selected family, school, and peer group practices, the learner will be able to identify those which may be beneficial or harmful to health.

Grade One

CONTENT	ACTIVITIES	ASSESSMENT TASKS
There are practices within a social group which may be beneficial or harmful to health. I. Family practices A. Beneficial 1. Taking care of one's own belongings 2. Helping family members solve problems 3. Assigning chores to individual members 4. Respecting an individual's right to privacy 5. Being on time 6. Other B. Harmful 1. Leaving a young child to care for a younger one 2. Permitting young children to use tools and equipment without adequate supervision 3. Other	I. Have student tell a story, with pictures that are created or taken from magazines, which show how family members contribute to each other's health. Explain what each person in the picture is doing to help someone else. Identify that part which you might be able to do. See if other classmates might do the same in their families. Have students plan a summer vacation for a family. Draw a picture to show what you think your family would do. Compare the pictures to see how many different activities were suggested by the entire class. Think of as many different reasons as you can why families take different types of vacations.	TEACHER: Grade One Display pictures or make and play audio tapes of situations which involve family, school, and peer group practices. Ask the learners to identify which practices are beneficial and which ones are harmful to health. For example: SITUATION — POSSIBLE RESPONSE(S) Helping a brother or sister repair a bicycle — Beneficial Taking a classmate who has been injured to the school nurse — Beneficial Crossing a street between parked cars — Harmful

CONTENT	ACTIVITIES	ASSESSMENT TASKS
22 II. School practices A. Beneficial 1. Providing staff to meet children's needs a. Education b. Health c. Safety 2. Providing a healthful and safe environment a. Proper lighting and heating b. Appropriate health services c. Fire drills d. Appropriate size furniture e. Other 3. Providing social experiences a. Group work b. Group play c. Class celebrations d. Field trips e. Other 4. Creating an awareness of different cultures 5. Providing an atmosphere conducive to learning 6. Other	II. Have students visit the people who work in the school offices, cafeteria, library, gymnasium, health room, and furnace room to understand what their responsibilities are for your school. See how they help you have a safer, more healthful everyday environment in which to work and play. II. Set the stage for a shadow picture by providing a large sheet and a light. Select children to demonstrate correct and incorrect posture; working at their desk, sitting or standing to read, standing in line. Ask the children to choose the posture which they think is the safest and most healthful. Tell why. Have the class decide which posture they will practice.	Draw pictures to illustrate each visit and to show what each person does for you and your school. Compare their duties with the duties of your teacher and yourself.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
III. Peer group practices A. Beneficial 1. Exchanging ideas 2. Working together as a unit 3. Giving a feeling of support and belonging 4. Giving up some individuality for the security of belonging 5. Other B. Harmful 1. Conforming to the demands of the group to the point of taking risks 2. Trying to get others to do things that are wrong 3. Other	III. Separate the class into two groups - boys and girls. Ask each group to make a list of the things they like to do. Compare lists. Which activities do the girls like that the boys do not? Why? Which activities do the boys like that the girls do not? Why? Are there activities on each list that they might do together as a class? If so, what? Show how an exchange of ideas by two groups can afford many more ideas with which to work. CAUTION: Do not reinforce sex role stereotyping.	Have students develop a language experience story about working together as a group.

Behaviorial Objective 2: Given a group of which an individual is a member and the lists of roles that individuals within each group play, the learner will be able to select those roles which he/she believes he/she plays in each group.

Grade One

CONTENT	ACTIVITIES	ASSESSMENT TASKS
Each child has a role within the social group of which he/she is a member. I. Family A. Perceives the home as a place where members should care about one another, have feelings for one another, and deal openly with these feelings B. Becomes aware of the needs and feelings of self, family members, and others within the home C. Views the home as a place where conflicts may be worked out D. Accepts responsibilities at home 1. Does chores around the house 2. Helps to care for a member who is ill 3. Helps other family members 4. Cares for family pets by keeping them healthy	I. Think of ways parents help us. Illustrate ways in which you are helped at home by each member of your family. Write a caption for each picture. Compare the illustrations with those of your classmates. Identify from their drawings other ways in which you, too, are helped at home. I. Talk about things that you may do to show love for various family members during illness on a daily basis and on special days. Create a collage with pictures that show family love.	Have students name a group to which they are likely to belong, and compile a list of contributions that individuals make to each group. For example: GROUP — CONTRIBUTIONS Family — Washes dishes; Feeds pets Team — Plays hard; Helps teammates Scouts — Performs assigned duties; Lead activities

CONTENT	ACTIVITIES	ASSESSMENT TASKS
E. Understands the need for parental discipline F. Understands that families can be effective even though they may differ in structure G. Share responsibilities whether he/she wants to or not		

CONTENT	ACTIVITIES	ASSESSMENT TASKS
II. School 26 A. Understands the purpose for being in school B. Respects rules, people who make them, and ways in which they can properly be changed C. Uses school facilities properly 1. Fountain 2. Lavatory 3. Cafeteria D. Accepts responsibility as a classmate 1. Sharing 2. Being a good sport 3. Helping others 4. Following rules for safety 5. Respecting rights of others 6. Showing concern for others' feelings 7. Other E. Understands the difference between <u>tattling</u> and <u>concern</u> F. Recognizes situations that require adult help	II. Have students observe another class to see how they use the cafeteria facilities at lunch time. Evaluate the safety rules used or not used. Decide if you need to display the safety rules you wrote to help others be safe. Where should you display these rules? TEACHER: II. Read an appropriate story about life in school or, if you wish, tell one of your own. Select children to role-play possible endings to the story. 1. Which adults should be approached for aid? 2. What can you do to help until an adult arrives? Discuss the various reactions to the story among the class members. 1. How did you feel? 2. What do you think should have been done?	Students will cite examples of health and safety regulations in their school.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
III. Peer group A. Accepts responsibilities B. Follows rules for safety C. Understands that individual differences in people are natural and that each person can make a contribution D. Understands factors of friendship 1. Fair play 2. Sharing 3. Taking turns 4. Other E. Decides when to go along with the group and when not to do so F. Realizes that activities differ from one peer group to another G. Copes with deviant behavior by a group member	III. Role-play given situations to demonstrate when it is appropriate and when it is inappropriate to go along with the group; e.g., inviting a new child to join the group, playing kickball during recess, playing with matches and throwing items out of the window of the bus. Discuss each situation. Is it ever appropriate to play with matches? 3. Could other solutions suggested by classmates also work? Discuss why the class members' feelings in a situation are often different from the feelings of another person in the same situation.	Students will display through their classroom behaviors that they respect others and accept responsibilities.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
IV. Community A. Accepts and understands the need for these health services 1. Immunizations 2. Medical and dental examinations 3. Psychological evaluations 4. First aid 5. Trash and garbage collection 6. Sewage disposal 7. Other B. Understands and appreciates the importance of health and safety services 1. Police and fire protection 2. Public health services 3. Sewage and sanitation 4. Other services C. Understands the function of various health team members 1. Doctors 2. Ambulance team 3. Nurses 4. Health Aides 5. Orderlies 6. Dieticians 7. Dentists 8. Psychologists 9. Other	IV. Discuss the roles of people who help take you to the hospital, who assist you in the emergency room, and who cares for you in a regular hospital room. IV. Talk about the ways you can show respect for your neighbor's house and yard. List some of the ways you would show this respect: 1. Ride your bicycle in the street instead of across your neighbor's yard. 2. Do not pick your neighbor's flowers. 3. Pick up litter from your own yard so it won't blow next door. 4. Park your riding toys in your own yard. Decide on ways that you can show respect for your neighbor's property. Draw a picture illustrating ways to show respect and tell the class about your picture. 1. Can you show respect for your classmates' property? 2. How might you show it?	

CONTENT	ACTIVITIES	ASSESSMENT TASKS
D. Respects the property of self and others E. Respects the rights of others F. Accepts a personal responsibility for accident prevention 1. Knows and obeys the safety signs and laws 2. Practices safety precautions in regard to toys; e.g., skates, bicycles, fireworks 3. Avoids playing in dangerous areas; e.g., excavation sites, railroad tracks, highways and abandoned wells 4. Avoids handling tools and appliances that are for adult use G. Uses public facilities properly H. Understands and accepts likenesses and differences among families in the community I. Understands that there are ways of living different from one's own--urban, inner-city, suburban, rural	IV. Discuss the persons who work in the community to help keep it safe and healthy, such as the garbage collector, the doctor, the dentist, the firefighter, and the police officer. Make a class mural which shows what each helper does. Write an experience story about each one.	

Behavioral Objective 3: Given a series of models or pictures of living things, the learner will be able to match the parent with appropriate offspring.

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Grade One

CONTENT	ACTIVITIES	ASSESSMENT TASKS
All living things reproduce their own kind I. Human beings II. Other animals A. Mammals B. Fish C. Amphibians D. Reptiles E. Birds III. Other living things	I. Look at pictures of families to observe growth and family resemblances. (Be aware of possible reactions from adopted children.) II. Collect pictures of animal families. Discuss the physical similarities and differences between parents and offspring. II. Stock an aquarium with tadpoles and fish eggs. Chart the growth and change as tadpoles become frogs and as eggs become fish. III. Plant albino and regular corn seeds at the same time and under the same conditions. Compare the color at various stages of development.	I. Students will identify similarities between animal and human families. II. Students will be able to match the parent with appropriate offspring.

Behaviorial Objective 4: Given a description of an individual, the learner will be able to identify characteristics which are important to total growth and development and explain why they are important.

Grade One

CONTENT	ACTIVITIES	ASSESSMENT TASKS
Each of us has characteristics important to total growth and development I. Each person has his/her own pattern and rate of growth and development A. Physical 1. Height and weight 2. Motor development 3. Tooth development 4. Other B. Social 1. Family, friends, school, community 2. Acceptance, rejection 3. Other	I. A. Make a drawing of a baby and an adult. In the drawing show their similarities and differences. I. A. Invite a knowledgeable person into the classroom to talk about the importance of teeth and how they help in your growth and development. STUDENTS: I. B. Collect magazine pictures of people. Use pictures to construct a family. Compare pictures with members of your class. I. B. Select one or two pictures showing activities which families enjoy; e.g., family camping scene. Tell what each member of the family is doing.	Describe an individual or a situation in which some physical, intellectual, social, emotional, and/or value characteristic is paramount. Ask the learners to identify the characteristic and explain how it helped the person to grow and mature. For example: INDIVIDUAL OR SITUATION — POSSIBLE RESPONSE(S) Athlete — Physical ability gave him/her confidence and helped that person to be more fair-minded School Safety — Desire to help others. Become a better person of responsibility. Learn to understand responsibilities and practice them.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
C. Emotional 1. Experiencing feelings - happiness, sadness, fear, anger 2. Recognizing feelings a. Self b. Others 3. Handling our feelings	TEACHER: I. C. WHAT IS A FEELING? Children will collect many pictures showing a variety of emotions. Decide which emotions are depicted in each. 1. "Why does this face show anger?" 2. "What kind of expression shows sadness?" 3. "What kinds of feelings does a smile show?"	3. Given a list of three dental health products, the learner can state two uses of each, one of which is beneficial and one of which may be harmful to dental health. ACCEPTABLE RESPONSES: PRODUCT Toothbrush Dental Floss BENEFICIAL USE Proper brushing of teeth (vertical on vertical surfaces) Clean food from surfaces HARMFUL USE Improper brushing of teeth (horizontal on vertical surfaces) Cleaning food from teeth near the gums (may damage gums) Students will identify characteristics of a happy/sad person. Students will develop a bulletin board dealing with emotions.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
II. Each person has physical, intellectual, social, and emotional characteristics that contribute to the development of self concept A. Happiness B. Pride C. Integrity D. Confidence E. Achievement F. Belongingness/Acceptance G. Enjoyment	II. Illustrate each of the following statements on a separate piece of paper: 1. This makes me happy. 2. This makes me proud. 3. This gives me confidence. 4. This enables me to do things. 5. This makes me part of the group. 6. This makes me comfortable. 7. This helps me enjoy things. Combine your drawings to make a "Me Booklet." Share and discuss your booklet with the class.	Students will complete a "Me Booklet."

Behaviorial Objective 5: Given a description of a living thing at two different stages of development the learner will be able to cite changes in physical size and in physical features which indicate indivdual growth and development.

Grade One

CONTENT	ACTIVITIES	ASSESSMENT TASKS
Physical changes indicate the growth and development of an individual. I. Heredity determines the possible growth and development patterns of individuals. A. Size B. Shape - features C. Coloring	Visit the library to get information on growing; e.g., pictures, books, filmstrips, films, slides.	Display pairs of pictures of living things - people and animals. Ask the learners to describe differences in size and physical features between each pair of pictures. For example: PICTURES — POSSIBLE RESPONSE(S) Baby hamster — No hair, closed eyes, undistinguished facial features Adult hamster — Fur coat, eyes open, distinct facial features

CONTENT	ACTIVITIES	ASSESSMENT TASKS
II. Growth and development may be altered by A. Physical malfunction 1. Occular 2. Orthodontal 3. Auditory 4. Obesity 5. Other B. Environmental conditions 1. Inadequate diets of individuals - rickets, scurvey 2. Inadequate soil and sunlight for plants 3. Germs 4. Allergies - pollen 5. Other C. Assimilated substances 1. Food 2. Medicines 3. Pollutants 4. Allergens 5. Other	II. Play a game similar to "Pin the Tail on the Donkey" but keep the activity seasonal. (October - draw the noses on large pumpkins sketched on the board. November - draw feathers on the turkeys. December - draw ornaments on Christmas trees.) Choose two teams to play at the same time. Give each child a turn. Ask: 1. "Why couldn't you draw on the same spot where you looked before you put on your blindfold? 2. How did you feel as you walked toward the board? 3. Why did you put your hand in front of you?"	Students will describe how they felt when they could not see.

FAMILY LIFE AND HUMAN DEVELOPMENT
Grade Two

Behavioral Objectives

1. Given examples of selected family, school, and peer group practices, the learner will be able to identify those which may be beneficial or harmful to health.

2. Given a group of which an individual is a member and the lists of roles that individuals within each group play, the learner will be able to select those roles which he/she believes he/she plays in each group.

3. Given a series of models or pictures of living things, the learner will be able to match the parents with appropriate offspring.

4. Given a description of an individual, the learner will be able to identify characteristics which are important to total growth and development and to explain why they are important.

5. Given a description of a living thing at two different stages of development, the learner will be able to cite changes in physical size and in physical features which indicate individual growth and development.

Elementary Instructional Guidelines

Essentials for this unit are:

1. Explaining family roles.
2. Identifying the family as a basic unit of society.
3. Comparing the growth of living things.
4. Demonstrating a positive self-concept.

Behaviorial Objective 1: Given examples of selected family, school, and peer group practices, the learner will be able to identify those which may be beneficial or harmful to health.

Grade Two

CONTENT

There are practices within a social group which may be beneficial or harmful to health.

I. Family practices

A. Beneficial

1. Taking care of one's own belongings
2. Helping family members solve problems
3. Assigning chores to individual members
4. Respecting an individual's right to privacy
5. Being on time
6. Other

B. Harmful

1. Leaving a young child to care for a younger one
2. Permitting young children to use tools and equipment without adequate supervision
3. Other

ACTIVITIES

I. Choose at least one thing that you do not usually do at home to help a family member. Do this for one week, then report to the class:

1. Which family member did you choose to help?
2. What were your reasons for choosing this member of your family?
3. How did helping him or her make <u>you</u> feel?
4. How do you think this made the recipient feel?

ASSESSMENT TASKS

TEACHER: Grade Two

Display pictures or make and play audio tapes of situations which involve family, school, and peer group practices. Ask the learners to identify which practices are beneficial and which ones are harmful to health.

For example:

SITUATION	POSSIBLE RESPONSE(S)
Helping a brother or sister repair a bicycle	Beneficial
Taking a classmate who has been injured to the school nurse	Beneficial
Crossing a street between parked cars	Harmful

CONTENT	ACTIVITIES	ASSESSMENT TASKS
II. School practices A. Beneficial 1. Providing staff to meet children's needs a. Education b. Health c. Safety 2. Providing a healthful and safe environment a. Proper lighting and heating b. Appropriate health services c. Fire drills d. Appropriate size furniture e. Other 3. Providing social experiences a. Group work b. Group play c. Class celebrations d. Field trips e. Other 4. Creating an awareness of different cultures 5. Providing an atmosphere conducive to learning 6. Other	II. Divide the class into two groups, boys and girls. Ask each group to discuss those games, toys, and recreational facilities they would like to have or to use. Work with each group in turn and list those activities preferred by each group. Compare the two lists. II. Read stories about family life in other lands. Make a collection of pictures to illustrate the different life styles. Compare these life styles with family life as you know it.	Draw pictures to illustrate each visit and to show what each person does for you and your school. Compare their duties with the duties of your teacher and yourself. Have students devleop a language experience story about the ways in which family customs may vary.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
III. Peer group practices A. Beneficial 1. Exchanging ideas 2. Working together as a unit 3. Giving a feeling of support and belonging 4. Giving up some individuality for the security of belonging 5. Other B. Harmful 1. Conforming to the demands of the group to the point of taking risks 2. Trying to get others to do things that are wrong 3. Other	III. Divide the class into four groups. Give each group a large piece of paper and a variety of art media. Ask each group to create a mural on a given subject; e.g., holidays, seasons, games. All in the group must work together to complete their project. Each member of the group must contribute to designing, planning, and finishing of their mural. When all four murals are completed, discuss what it was like to work together as a group. "What problems did you have? How did you solve them? What did you learn about working with others?	Have students develop a language experience story about working together as a group.

Behaviorial Objective 2: Given a group of which an individual is a member and the lists of roles that individuals within each group play, the learner will be able to select those roles which he/she believes he/she plays in each group.

Grade Two

CONTENT	ACTIVITIES	ASSESSMENT TASKS
Each child has a role within the social group of which he/she is a member. I. Family A. Perceives the home as a place where members should care about one another, have feelings for one another, and deal openly with these feelings B. Becomes aware of the needs and feelings of self, family members, and others within the home C. Views the home as a place where conflicts may be worked out D. Accepts responsibilities at home 1. Does chores around the house 2. Helps to care for a member who is ill 3. Helps other family members 4. Cares for family pets by keeping them healthy	I. Stage a puppet show of activities you can do at home to help other family members. Compare the different things each of you can do. Ask yourself: 1. "Can I do any of these?" 2. "Why or why not?"	Have students name a group to which they are likely to belong, and compile a list of contributions that individuals make to each group. For example: GROUP — CONTRIBUTIONS Family — Washes dishes; Feeds pets Team — Plays hard; Helps teammates Scouts — Performs assigned duties; Lead activities

CONTENT	ACTIVITIES	ASSESSMENT TASKS
E. Understands the need for parental discipline F. Understands that families can be effective even though they may differ in structure G. Share responsibilities whether he/she wants to or not		

CONTENT	ACTIVITIES	ASSESSMENT TASKS
II. School A. Understands the purpose for being in school B. Respects rules, people who make them, and ways in which they can properly be changed C. Uses school facilities properly 1. Fountain 2. Lavatory 3. Cafeteria D. Accepts responsibility as a classmate 1. Sharing 2. Being a good sport 3. Helping others 4. Following rules for safety 5. Respecting rights of others 6. Showing concern for others' feelings 7. Other E. Understands the difference between <u>tattling</u> and <u>concern</u> F. Recognizes situations that require adult help	II. Practice safety drills for school emergencies; e.g., fire safety. Discuss your school regulations. Decide upon and write a set of safety rules to be put on a large chart. Display the chart as a constant reminder for future use. II. Keep a record for one week of situations which have caused children to tattle on a classmate. Then initiate a discussion to show the difference between tattling and concern. Use a student dictionary to look up the words <u>concern</u>, <u>tattle</u>, and <u>tattletale</u>. Discuss the meanings of these words with the group. Stress the importance of the difference between words <u>tattle</u> and <u>concern</u>. Using the situations collected, select pupils to act out these situations involving tattling.	Ask the children to distinguish which tales should or should not have been told and why.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
III. Peer group A. Accepts responsibilities B. Follows rules for safety C. Understands that individual differences in people are natural and that each person can make a contribution D. Understands factors of friendship 1. Fair play 2. Sharing 3. Taking turns 4. Other E. Decides when to go along with the group and when not to do so F. Realizes that activities differ from one peer group to another G. Copes with deviant behavior by a group member	III. Discuss leaders and helpers 1. Why are helpers just as important as leaders? 2. What makes a good leader? 3. What makes a good helper? 4. Do we need both to have a happy classroom?	Students will display through their classroom behaviors that they respect others and accept responsibilities.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
IV. Community A. Accepts and understands the need for these health services 1. Immunizations 2. Medical and dental examinations 3. Psychological evaluations 4. First aid 5. Trash and garbage collection 6. Sewage disposal 7. Other B. Understands and appreciates the importance of health and safety services 1. Police and fire protection 2. Public health services 3. Sewage and sanitation 4. Other services C. Understands the function of various health team members 1. Doctors 2. Ambulance team 3. Nurses 4. Health Aides 5. Orderlies 6. Dieticians 7. Dentists 8. Psychologists 9. Other	IV. Role-play a traffic situation. Use a cardboard box with wheels and a child in it as a car and driver. Mark the streets on the floor (using chalk, for example). Select classmates to act as pedestrians and policemen. Make safety signs and display them in appropriate places. IV. Review the traffic laws. Ask pertinent questions about safety, such as: 1. "Did the pedestrians stop at the corner?" 2. "Did the pedestrians look both ways before crossing the street?"	

CONTENT	ACTIVITIES	ASSESSMENT TASKS
D. Respects the property of self and others E. Respects the rights of others F. Accepts a personal responsibility for accident prevention 1. Knows and obeys the safety signs and laws 2. Practices safety precautions in regard to toys; e.g., skates, bicycles, fireworks 3. Avoids playing in dangerous areas; e.g., excavation sites, railroad tracks, highways and abandoned wells 4. Avoids handling tools and appliances that are for adult use G. Uses public facilities properly H. Understands and accepts likenesses and differences among families in the community I. Understands that there are ways of living different from one's own--urban, inner-city, suburban, rural		

Behavioral Objective 3: Given a series of models or pictures of living things, the learner will be able to match the parent with appropriate offspring.

Grade Two

CONTENT	ACTIVITIES	ASSESSMENT TASKS
All living things reproduce their own kind I. Human beings II. Other animals A. Mammals B. Fish C. Amphibians D. Reptiles E. Birds	I. Stand in front of a full-length mirror with another classmate. Compare the color of hair, eyes, and skin. Complete the following statements and tell a story about each person which you selected. a. How I am like my _____. b. How I am different from _____. (Select any relative or adult.) II. Visit a zoo or an animal farm to see mammals, fish, amphibians, reptiles, and birds. Note how the young of each species is the same or different in movement, eating habits, sounds, and bone structure from the adult. II. Develop games which require arranging pictues of different animal species into separate piles; i.e., mammals, fish, amphibians, reptiles, birds.	I. Students will identify similarities between animal and human families. II. Students will be able to match the parent with appropriate offspring.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
III. Other living things	III. Use a germinating box to show the growth and development of plant life from seed to mature plant by planting one seed a day for seven days, excluding Saturdays and Sundays. Label planting date of each seed. Chart growth. (Lima beans are an example of a fast maturing plant.) III. Make a chart which shows the likenesses and differences of selected living organisms.	III. Students will be aware that all living things reproduce their own kind.

Behaviorial Objective 4: Given a description of an individual, the learner will be able to identify characteristics which are important to total growth and development and explain why they are important.

Grade Two

CONTENT	ACTIVITIES	ASSESSMENT TASKS
Each of us has characteristics important to total growth and development I. Each person has his/her own pattern and rate of growth and development A. Physical 1. Height and weight 2. Motor development 3. Tooth development 4. Other B. Social 1. Family, friends, school, community 2. Acceptance, rejection 3. Other	I. A. Make a scrapbook or chart showing your growth and development. Include your height and weight at birth and at various times from birth to the present. Include a story about how last year's clothes fit you now. I. B. Discuss "Everyone wants to be liked." Discuss ways to make friends. Discuss being liked. I. C. Present a poetry or music-stimulus to the group to pantomime their feelings created by this stimulus. 1. "How does this music or poem make you feel?" 2. "Does everyone feel this way?" (Compare differences.) 3. "Does any part of the music or poem make you want to change your feelings?" 4. "Which part? Why?"	Describe an individual or a situation in which some physical, intellectual, social, emotional, and/or value characteristic is paramount. Ask the learners to identify the characteristic and explain how it helped the person to grow and mature. For example: INDIVIDUAL OR SITUATION — POSSIBLE RESPONSE(S) Athlete — Physical ability gave him/her confidence and helped that person to be more fair-minded School Safety — Desire to help others. Become a better person of responsibility. Learn to understand responsibilities and practice them.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
C. Emotional 1. Experiencing feelings - happiness, sadness, fear, anger 2. Recognizing feelings a. Self b. Others 3. Handling our feelings		3. Given a list of three dental health products, the learner can state two uses of each, one of which is beneficial and one of which may be harmful to dental health. ACCEPTABLE RESPONSES: PRODUCT Toothbrush Dental Floss BENEFICIAL USE Proper brushing of teeth (vertical on vertical surfaces) Clean food from surfaces HARMFUL USE Improper brushing of teeth (horizontal on vertical surfaces) Cleaning food from teeth near the gums (may damage gums) Students will identify characteristics of a happy/sad person. Students will develop a bulletin board dealing with emotions.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
52		I. Develop a language experience chart with each group. Display these charts so that all can see similar and different groups to the same stimulus.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
II. Each person has physical, intellectual, social, and emotional characteristics that contribute to the development of self concept A. Happiness B. Pride C. Integrity D. Confidence E. Achievement F. Belongingness/Acceptance G. Enjoyment	II. Illustrate each of the following statements on a separate piece of paper: 1. This makes me happy. 2. This makes me proud. 3. This gives me confidence. 4. This enables me to do things. 5. This makes me part of the group. 6. This makes me comfortable. 7. This helps me enjoy things. Combine your drawings to make a "Me Booklet." Share and discuss your booklet with the class.	Students will complete a "Me Booklet."

Behaviorial Objective 5: Given a description of a living thing at two different stages of development the learner will be able to cite changes in physical size and in physical features which indicate individual growth and development.

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Grade Two

CONTENT	ACTIVITIES	ASSESSMENT TASKS
Physical changes indicate the growth and development of an individual. I. Heredity determines the possible growth and development patterns of individuals. A. Size B. Shape - features C. Coloring	I. C. Dramatize faces showing a variety of emotions such as happiness, sadness, fear, anger. Role-play or tell why each of your faces looks as it does and what you can do about this look. TEACHER: I. Ask the children who have younger brothers and sisters to describe how they have seen them grow. Ask the children to compare these sibling growth rates with their own.	Display pairs of pictures of living things - people and animals. Ask the learners to describe differences in size and physical features between each pair of pictures. For example: PICTURES — POSSIBLE RESPONSE(S) Baby hamster — No hair, closed eyes, undistinguished facial features Adult hamster — Fur coat, eyes open, distinct facial features

CONTENT	ACTIVITIES	ASSESSMENT TASKS
II. Growth and development may be altered by A. Physical malfunction 1. Occular 2. Orthodontal 3. Auditory 4. Obesity 5. Other B. Environmental conditions 1. Inadequate diets of individuals - rickets, scurvey 2. Inadequate soil and sunlight for plants 3. Germs 4. Allergies - pollen 5. Other C. Assimilated substances 1. Food 2. Medicines 3. Pollutants 4. Allergens 5. Other	II. Grow two sets of plants. Give one the proper care and deprive the other of good soil, water, and sunlight. Compare and contrast the two sets of plants. Talk about similar conditions which might affect the health of humans.	Students will state the reasons for differences in the results. Students will list several factors which affect the health of humans.

FAMILY LIFE AND HUMAN DEVELOPMENT
Grade Three and Four

Behaviorial Objectives

1. Given the role of an individual in a group with which the learner can identify, the learner will be able to explain how his/her behavior in this role could affect the personal health of others.

2. Given a list of social groups such as family, peer, and school, the learner will be able to list and compare the functions of these groups that affect the health and safety of the individual and community.

3. Given a situation involving interaction among individuals, the learner will be able to identify perceptions of individuals in the group and to explain how they influenced the interaction.

4. Given a description of a family attitude and practice, the learner will be able to explain how the family group influences an individual member's choice of human-made products and services.

5. Given a description of family pattern and lifestyle, the learner will be able to identify factors which influence the behavior of individual family members in their relationship with each other and to explain how these factors influence this behavior.

6. Given a description of a cell of a living organism, the learner will be able to explain how living things transmit inherited characteristics.

7. Given a list of human characteristics, the learner will be able to distinguish between those that are inherited and those that are acquired.

Elementary Instructional Guidelines

Grade Three

Essentials for this unit are:

1. Explaining the influence of the family on the decision-making process.
2. Describing plant and animal reproduction.
3. Listing similarities and/or differences between humans and animals.

Grade Four

Essentials for this unit are:

1. Describing the parts of a cell.
2. Explaining the effects of cell growth.
3. Listing inherited traits.
4. Describing individual differences due to heredity.

Behaviorial Objective 1: Given the role of an individual in a group with which the learner can identify, the learner will be able to explain how his/her behavior in this role could affect personal health and the health of others.

Grade Three and Four

CONTENT	ACTIVITIES	ASSESSMENT TASKS
Individuals assume a variety of social roles which may affect their health and the health of others I. Multiple roles of the individual A. Mother B. Father C. Son-daughter D. Sibling E. Relative F. Group member-peer organization G. Student H. Citizen I. Consumer J. Other II. Behaviors in various roles which affect health A. Family 1. Role sharing within the family unit	I. Organize class activities so that sharing when appropriate, is an integral part of different activities. Discuss the differences among so-called masculine and feminine roles in our society and explain how they affect individual attitudes and behavior. I. List the roles which you play during a day; e.g., daughter, sister, student, friend. Do you approach each role in the same way? If not, what are the differences? Can you control what people expect of you? Do you find yourself in conflict because people expect different things of you? II. Create a scrapbook which illustrates some of the activities in which you and your peer group are involved. Display them in appropriate areas. TEACHER: This scrapbook will provide input for a discussion of peer groups.	Describe the role of an individual in a group and ask the learners to explain how the individual's behavior in this role influences his/her health and the health of others in the group. For example: ROLE Joan is the youngest of ten children and aggressively competes with the other nine to get attention. <u>Affect on Health</u> May become over-aggressive with everyone and have a poor social life. May become ambitious and achieve satisfactions which positively influence health.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
2. Awareness of individuality 3. Other B. Peer Groups 1. Conformity to standards 2. Pressure exerted on others to conform 3. Influence on actions 4. Sense of belonging 5. Other C. School 1. Influences attitudes 2. Prepares individuals to function in society 3. Fosters intellectual growth 4. Other D. Community 1. Provides opportunities for membership in various organizations 2. Condones, accepts, and censors behaviors of others 3. Provides a setting for family living 4. Other		

CONTENT	ACTIVITIES	ASSESSMENT TASKS
III. Factors blocking the formation of a healthful role identity and role behavior A. Family 1. Needs of parent(s) 2. Needs of siblings 3. Illness of a family member 4. Absence of a family member 5. Death of a family member 6. Economic deprivation 7. Lack of identity within family units 8. Ignorance B. Peer Group 1. Sacrifice too much individuality-dress 2. Sacrifices too much identity-thought process 3. Casts members into roles-lack of role repertoire 4. Establishes role expectations which individuals can not meet 5. Imposes destructive group norms; e.g., vandalism	III. A. Discuss the ways in which the major or minor illness of a family member affects the way in which you and your family function. III. B. Interview the person in your school who is responsible for and can explain the reasons for the rules that govern the school.	

CONTENT	ACTIVITIES	ASSESSMENT TASKS
IV. Effects of role behavior on the health of self and others A. Physical; e.g., safety, growth B. Intellectual; e.g., knowledge and thinking		

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Behavioral Objective 2: Given a list of social groups such as family, peer, and school, the learner will be able to list and to compare the functions of these groups that affect the health and safety of the individual and community.

Grade Three and Four

CONTENT	ACTIVITIES	ASSESSMENT TASKS
The functions of the social groups affect the health and safety of the individual and the community I. The functions of the family will affect individual and community health and safety A. Protection 1. Clothing 2. Shelter 3. Disease 4. Physical security a. Personal preparedness b. Alarm systems c. Dogs d. Other B. Nurture 1. Food 2. Love 3. Self-concept 4. Trust 5. Other	TEACHERS AND STUDENTS: I. Discuss the different types of family structures we have today. I. Describe experiences which we have had with adults such as a grandparent. What important family roles do grandparents play?	Present a list of social groups to the learners and ask them to list several functions of these groups that affect the health and safety of people. Ask them to identify which functions of various groups are similar and which ones are unique. For example: Group Functions — Similar Function Family-Education, food — Education Peer-Education, socialization School-Education, recreation Church-Education, moral codes

CONTENT	ACTIVITIES	ASSESSMENT TASKS
64 C. Education 1. Formal 2. Informal D. Recreation 1. Individual 2. Group 3. Organized 4. Unorganized II. The functions of the peer groups will affect individual and community health and safety. A. Socialization of the individual 1. Sharing of experiences and ideas 2. Providing support to others of similar viewpoint B. Development of emotional maturity III. The functions of schools will affect individual and community health and safety A. Physical B. Intellectual C. Social		

CONTENT	ACTIVITIES	ASSESSMENT TASKS
D. Emotional E. Preparation for employment-careers IV. The functions of community groups will affect individual and community health and safety A. Setting for living B. Provision of services 1. Sanitation 2. Law enforcement 3. Electricity 4. Telephone 5. Water 6. Transportation 7. Welfare 8. Health 9. Other C. Provision of recreation D. Provision of employment E. Other	IV. Research the structure of your local government to determine what services it provides. Discuss how these services influence your health and safety. IV. Invite a police officer to discuss his/her role in the protection of society. Does his/her work affect you? How?	

Behaviorial Objective 3: Given a situation involving interaction among individuals, the learner will be able to identify perceptions of individuals in the group and to explain how they influence the interaction.

Grade Three and Four

CONTENT	ACTIVITIES	ASSESSMENT TASKS
An individual's perception of and reactions to stimuli affect human relations. I. Factors influencing perception A. Communication 1. Verbal a. Language - words b. Pitch c. Rate of speech d. Unintelligible sounds e. Other 2. Nonverbal a. Facial expression b. Anger, worry, sadness c. Joy, happiness d. Body movements-gestures, stance e. Personal appearance f. Other	TEACHER: I. A. Ask the learners to present verbally and nonverbally how they felt while they were angry, excited, happy, and sad. I. A. Dramatize a situation where a facial expression, posture, or movement does <u>not</u> show true feelings. Ask the learners to write a paragraph which describes their interpretations of the feelings which were dramatized. How do these interpretations compare with the intended feelings; e.g., a poker face?	Present a filmstrip, videotape, or role-play a situation in which there is interaction among the members in the group. Ask the learners to identify and describe the perceptions of each member of the group and explain how each member's perceptions influence the group interaction. For example: An episode may include three people who are planning a class trip to the zoo. Person A makes few comments (limited to general affirmative statements) and keeps looking at his/her notebook. Person B offers comments only concerning the planning of lunch. He/she agrees with everything else said with little show of enthusiasm. Person C takes the leadership, eventually offers all the suggestions and writes them down.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
II. Situations - the following example shows how perceptional factors, differences and reactions influence health A. Holding a class party 1. Factors influencing perception a. Communication (1) Verbal b. Expresses excitement c. Expresses dissatisfaction d. Expresses pleasure e. Other 2. Nonverbal a. Demonstrates shyness b. Demonstrates selfishness c. Demonstrates agressiveness B. Environment 1. Natural 2. Human-made a. Setting b. Equipment c. Food	II. Recall from previous parties the various perceptional observations of the members of the class; e.g., Brunhilda was nasty. Discuss how the behavior of one individual can positively influence the perception of others at a party. II. Plan a class party to be held inside or outside of the classroom. Where did you decide to hold the party? What factors helped to make up your mind? II. Plan a class party. What factors did you take into consideration when you planned it? Why?	POSSIBLE RESPONSE(S) 1. Person A doesn't perceive the trip as being too important. 2. Person B perceives the food as being the most important part of the trip. 3. Person C perceives the others as having little or no interest. 4. Person A's perceptions make him/her of little value to the group, and he/she is eventually excluded from the interaction. 5. Person B's perceptions make his/her contributions limited, and he/she is involved only when his/her interests are discussed. 6. Person C perceives A and B's lack of interest and proceeds to do the planning himself/herself (except for lunch), getting only the group's passive approval.

Behaviorial Objective 4: Given a description of a family attitude and practice, the learner will be able to explain how the family group influences an individual member's choice of human-made products and services.

Grade Three and Four

CONTENT	ACTIVITIES	ASSESSMENT TASKS
Family attitudes and practices affect the selection and use of human-made products and services. I. Characteristics and image of members - self and others A. Physical B. Social C. Emotional D. Intellectual E. Ethnic F. Economic II. Nature of the family A. Members B. Needs and aspirations C. Relationships among family members III. Life style A. Food B. Housing C. Dress	STUDENTS: I. Listen to a voice on tape. Then use your imagination to describe or draw a composite picture of the person. Keeping in mind the depicted size, body build, and other physical characteristics project the person's image of self and his/her attitude towards others. Do you think he/she has a persuasive personality? Could his/her family readily influence him/her in the selection of human-made products and services? STUDENT: III. Act out the role of a persuasive parent who is trying to convince the child that meat and potatoes are more nourishing than cake and candy. Were you convinced? Why?	Ask the learner to explain how he/she could influence a family member's choice of a given human-made product or service. For example: ATTITUDES PRACTICE No member of family presently smokes <u>Human-Made Product</u> Cigarette <u>Influences</u> Could set an example that all would follow or could be a value which children rebel against when they reach adolescence.

Behaviorial Objective 5: Given a description of a family pattern and lifestyle, the learner will be able to identify factors which influence the behavior of individual family members in their relationship with each other and to explain how these factors influence this behavior.

Grade Three and Four

CONTENT	ACTIVITIES	ASSESSMENT TASKS
Family patterns and the interaction of family roles influence attitudes and behaviors of family members. I. Factors influencing eating habits and associated behaviors A. Selection of food 1. Tastes a. Spicy b. Bland c. Salty d. Sweet e. Other 2. Quality - grades 3. Quantity - amounts 4. Preparation a. Ingredients b. Cooking methods c. Serving procedures	TEACHER: I. Ask the learners to make a list of everything they eat and drink in one day to demonstrate the diverse ways in which physical needs are satisfied. Reinforce the concept of individual differences. STUDENTS AND TEACHER: I. Discuss the types of foods which you have tasted or eaten because of the influence from your family or peer group. STUDENT: I. Conduct a brief survey of attitudes toward different foods. Discuss how attitudes are likely to influence buying and eating preferences.	Describe a family structure (number, age, and sex of members) and a predominant activity of one or more members. Ask the learners to identify what factors in the situation could influence the behavior of individual members and describe how. For example: SITUATION OR ACTIVITY Busy family who seldom eats together because of individual activity schedules. INFLUENCE Individuals seldom understand what other members are doing; could lead to self-centered rather than centered behavior.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
B. Etiquette 1. Dining atmosphere a. Location - room b. Table setting c. Time of day 2. Table manners a. Method of eating food b. Method of serving food c. Method of asking for food d. Procedure for leaving the table e. Other	STUDENTS: I. Discuss dieting. When it it needed? Who decides it is needed? Who supervises it? Why is it done? STUDENTS: I. Discuss how you feel when you see food cooked in a clean place; in a dirty place. Why do you feel this way? I. Arrange a bulletin board with pictures of people engaged in different kinds of activities. Discuss the ways good food habits can aid in these activities. Why are good food habits important? I. B. Demonstrate a correct table setting. Does this vary according to the occasion? If so, why? I. B. Prepare a skit which shows how table manners can affect your digestive system. Are there acceptable manners? Why? Who determines what is acceptable?	

CONTENT	ACTIVITIES	ASSESSMENT TASKS
C. Activities at the table 1. Conversation a. Sharing of daily events b. Dealing with problems c. Expressing one's self d. Planning activities e. Expressing one's self non-verbally f. Other	I. C. Dramatize the effect on feelings of pleasant conversation during the mealtimes. Why does this occur? I. C. Make a mobile representing your favorite leisure time activities.	

Behaviorial Objective 6: Given a description of a cell of a living organism, the learner will be able to explain how living things transmit inherited characteristics.

Grade 3 and 4

CONTENT	ACTIVITIES	ASSESSMENT TASKS
Inherited characteristics are transmitted by genes, which are carried by chromosomes located within the cell. Each kind of organism has a specific number of chromosomes in each cell. I. Chromosome structure A. Make up of genes which control various traits B. Number - constant for a species C. Function - transmission of genes from one generation to another II. Chromosomal changes A. Changes in normal chromosome number 1. Too many 2. Too few B. Chromosome breaks - change in structure 1. X-ray 2. Emitted radiation 3. Fallout 4. Other	I. Make a paper model of a pair of chromosomes showing the genes each chromosome contains. Show how these are transmitted from parent to offspring. I. Compare pictures of members of a family and note dominant and recessive characteristics.	Describe the parts of cell which are concerned with the transmission of hereditary characteristics from parent to offspring. Ask the learners to explain how a gene which is carried within the cell transmits characteristics to an offspring. For example: CELL DESCRIPTION Cells contain chromosomes with many genes arranged on each one. POSSIBLE RESPONSE(S) Genes are responsible for transmitting characteristics. When the egg is fertilized by a sperm, it divides to form new cells and each new cell contains chromosomes and genes from each parent cell.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
III. Genes - determine genetic traits A. Control dominant traits - traits that usually occur in successive generations B. Control recessive traits - traits that usually do not occur in successive generations; e.g., the child may have a trait the parent does not have but for which he/she carries a hidden gene		

Behaviorial Objective 7: Given a list of human characteristics, the learner will be able to distinguish between those that are inherited and those that are acquired.

Grade 3 and 4

CONTENT	ACTIVITES	ASSESSMENT TASKS
Human characteristics may be either predominately genetic or environmental in origin. In many cases they depend upon the interaction of the environment upon genetic potential for expression. I. Inherited characteristics A. Eye color B. Hair color C. Skin color D. Eye shape E. Tooth shape and color - shades of white and yellow F. Other II. Acquired characteristics - observable A. Calluses B. Muscle size C. Other	I. Collect magazine pictures showing characteristics which could be classified as inherited or acquired. Prepare a learning station where you can arrange the pictures according to the appropriate classification. I. Identify inherited characteristics which help the polar bear, the snowshoe hare, and the monkey adapt to their specific environments. I. Identify some dominant and recessive traits resulting from interactions of environmental influence and genetic potential. I. Many genetic characteristics are peculiar to certain ethnic groups. Compare any two ethnic groups, noting color of skin, eyes, texture of hair, size and shape of lips and nose, and average body size. II. List examples of conditions which cause humans to exhibit protective behavior; e.g., allergies. How might such behavior affect or modify a person's total health?	Name, describe, or display characteristics of a human being. Ask the learner to state which ones are inherited and which are acquired. For example: Characteristic — Inherited Or Acquired Hair Color — Inherited Muscle size — Acquired Eye shape — Inherited Personality — Acquired

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Grade Three

A. Filmstrips

Birds and Animal Babies (A461-2) 1972. Society for Visual Education, Inc.

Personal Feelings About Your Family. SVE 7 filmstrips/7 cassette - Good filmstrip on understanding feelings within the family; no invasion of personal or family privacy. 1983.

You Got Mad: Are You Glad?. Filmstrips (2) and record (1). 1974. Time: I - 6 min.; II - 7 min. Color. Producer: Guidance Associates. Distributor: Guidance Associates.

Provides a setting in which children are fighting and name-calling. A teenage boy snaps pictures of their actions and then discusses the pictures and the feelings of hostility with the children. The children take a look at themselves and discuss their feelings.

B. Transparencies

Instructo Teaching Transparencies.

#813 - A Classification of Animals
#816 - 13 Life Cycle - The Beehive

C. Posters

Understanding My Needs. Child's World, Inc. 1979.
Good Manners Teaching Posters. David Cook Publishers. 1981.
Your Five Senses. David Cook Publishers. 1976.

D. Films

76 Audio-Visual Center

2081	Keeping Clean and Neat
48	Honey Bee
878	Flower and the Hive
676	Growth of Seeds
315	Animals at Work in Nature
456	Frogs and How They Live
508	Animal Babies Grow Up
1021	Life Story of the Paramecium
1374	Biography of a Bee
1454	Learning About Pets in the Classroom
1945	Care of Pets
2181	Happy Little Hamsters
2894	Birds: How They Live and Where They Live
2928	Bees: Backyard Science
423	Our Mr. Sun
53	Mosquito
3437	Larax (By Dr. Seuss)
3316	Nature in the City
4335	Body Movement
4334	Senses
4336	Health and Your Body
2838	Takes A Lot of Growing
4656	Don't Stay Mad
174	Families
2062	Getting Angry
3266	It all Depends On You

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Grade Four

A. Filmstrips

Cells and Growth. Filmstrip #A648. Your Lesson Plan Materials Corporation.

You Got Mad: Are You Glad?. Filmstrips (2) and record (1). 1970. Time: I - 6 min.; II - 7 min. Color. Producer: Guidance Associates. Distributor: Guidance Associates.

Provides a setting in which children are fighting and name-calling. A teenage boy snaps pictures of their actions and then discusses the pictures and the feelings of hostility with the children. The children take a look at themselves and discuss their feelings.

Dealing with Feelings. Educational Enrichment Materials. 4 filmstrips. 4 cassettes. 1976. Realistic situations of everyday living.

How Animals Grow and Reproduce. Educational Enrichment Materials. 4 filmstrips. 4 cassettes. 1973. Animals grow from fertilized egg to birth.

B. Films

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1817	Fish Embryo: From Fertilization to Hatching
345	Blood and Circulation: Mechanics of Life
1333	Beginnings of Vertibrate Life
2406	Animal Reproduction
2526	Embryo
314	Teeth Are to Keep
2524	All Kinds of Babies
2962	The Clubhouse Boat
2879	Who Cares
705	Our Family Works Together
2584	Our Wonderful Body, How It Grows
	Our Wonderful Body, How Its Parts Work Together

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C. Transparencies

Teachers Publishing Corporation 20005 Hatching of An Egg

D. Charts

Eyegate, Life Begins Series. Charts on Reproduction

Insects
Egglaying Mammals
Mammals
Fish
Binary Fission in the Amoeba

FAMILY LIFE AND HUMAN DEVELOPMENT
Grade Five

1. Given the role of an individual in a group which the learner can identify, the learner will be able to explain how his/her behavior in this role could affect personal health and the health of others.

2. Given a description of a family pattern and life style, the learner will be able to identify factors which influence the behavior of individual family members in their relationships with each other and to explain how these factors influence this behavior.

3. Given a list of body systems, the learner will be able to compare the effects of a sensory stimulus on their functions and structure.

4. Given a list of human characteristics, the learner will be able to distinguish between those that are inherited and those that are acquired.

5. Given a description or diagram of the reproductive systems, the learner will be able to identify the parts and to describe their development and their function.

6. Given a description of individuals of the same chronological age, the learner will be able to identify their similarities and differences and to explain the possible reasons for any differences.

Elementary Instructional Guidelines

Grade Five

Essentials for this unit are:

1. Identifying and understanding the systems of the body.
2. Identifying factors that strengthen family life.
3. Using effective interpersonal relationship techniques.
4. Discussing growth and development patterns of individuals during puberty.

Behaviorial Objective 1: Given the role of an individual in a group with which the learner can identify, the learner will be able to explain how his/her behavior in this role could affect personal health and the health of others.

Grade Five

CONTENT	ACTIVITIES	ASSESSMENT TASKS
Individuals assume a variety of social roles which may affect their health and the health of others. I. Multiple roles of individual A. Mother B. Father C. Son - daughter D. Sibling E. Relative F. Group member - peer organization G. Student H. Citizen I. Consumer J. Other	I. Organize class activities so that sharing, when appropriate, is an integral part of different activities. Discuss the differences among so-called masculine and feminine roles in our society and explain how they affect individual attitudes and behavior. STUDENT: I. List the roles which you play during a day; e.g., daughter, sister, student, friend. Do you approach each role in the same way? If not, what are the differences? Can you control what people expect of you? Do you find yourself in conflict because people expect different things of you. I. Act out different activities in which the behavior exhibited affects your health and safety or the health and safety of others in a positive way; e.g., show the proper way to cross the street. Why or how do you think others can be influenced by your behavior?	TEACHER: Describe the role of an individual in a group and ask the learners to explain how the individual's behavior in this role influences his/her health and the health of others in the group. For example: ROLE Joan is the youngest of ten children and aggressively competes with the other nine to get attention. <u>Effect on Health</u> May become over-aggressive with everyone and have a poor social life. May become ambitious and achieve satisfactions which positively influence health.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
82 II. Behaviors in various roles which affect health A. Family 1. Role sharing within the family unit 2. Awareness of individuality 3. Other B. Peer groups 1. Conformity to standards 2. Pressure exerted on others to conform 3. Influence or actions and contribution to value judgments 4. Sense of belonging 5. Other C. School 1. Influences attitudes 2. Prepares individuals to function in society 3. Fosters intellectual growth 4. Other	I. Make a list of the ways in which children can be helpful in the home. STUDENT: II. B. Make composite pictures of your idea of the ideal person by cutting different features from magazines and other sources. Display your pictures with those of your classmates. Discuss. STUDENT: II. B. Show through dramatizing how peer group pressures can influence an individual's behavior	Have students list four tasks children should assume in their home, e.g. Making their bed, putting toys away when finished playing, etc.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
D. Community 1. Provides opportunities for membership in various organizations 2. Condones, accepts, and censors behaviors of others 3. Provides a setting for family living 4. Other E. Occupation 1. Provides material necessities 2. Provides a use for time 3. Provides security 4. Other III. Factors blocking the formation of a healthful role identify and role behavior A. Family 1. Needs of parent(s) 2. Needs of siblings 3. Illness of a family member 4. Absence of family member 5. Economic deprivation 6. Lack of identity within family units	STUDENT: II. C. Prepare a puppet show which dramatizes acceptable behavior changes from one grade to another. Why do standards change? STUDENT: II. E. Collect pictures of various people and decide what occupations they should have based on your interpretation and reaction to their appearance. Explain why you feel as you do.	

CONTENT	ACTIVITIES	ASSESSMENT TASKS
84 B. Peer group 1. Sacrifice too much individuality - dress 2. Sacrifice too much identity - thought process 3. Casts members into roles - lack of role repertoire 4. Establishes role expectations which individuals cannot meet 5. Imposes destructive group norms; e.g., vandalism IV. Effects of role behavior on the health of self and others A. Physical; e.g., safety, growth B. Intellectual; e.g., knowledge and thinking C. Social; e.g., effectiveness, cooperation D. Emotional; e.g., expression, control		

Behavioral Objective 2: Given a description of a family pattern and life style, the learner will be able to identify factors which influence the behavior of individual family members in their relationships with each other and to explain how these factors influence this behavior.

Grade Five

CONTENT	ACTIVITIES	ASSESSMENT TASKS
I. Family patterns are expressed through an individual's behavior patterns A. Tendencies toward similarities 1. Physical a. Habits - walking b. Gestures - hands c. Mannerisms - laugh d. Other 2. Intellectual a. Occupational choices b. Organizational method c. Educational values d. Other 3. Social a. Interaction (1) Family - based on culture (2) Friends and associates (3) Community	STUDENT: I. Dramatize the different ways to settle an argument. Stress ways people handle angry feelings. Why is this important?	I. List five ways in which a student's behavior is influenced by family patterns. NOTE: Be certain the privacy of the family and/or student is not violated.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
4. Emotional a. Reactions - ways of handling situations b. Control - extrovert, introvert c. Pressure to conform d. Other B. Tendencies toward uniqueness 1. Physical a. Appearance - dress b. Interests 2. Social a. Attitudes toward individuals b. Attitudes toward groups - affiliations 3. Emotional a. Reactions b. Control		

Behavioral Objective 3: Given a list of body systems, the learner will be able to compare the effects of a sensory stimulus on their functions and structures.

Grade Five

CONTENT	ACTIVITIES	ASSESSMENT TASKS
Sensory stimuli have varying effects upon body systems and their functions I. Nervous system A. Structure 1. Brain - controls voluntary actions 2. Spinal cord - controls involuntary actions 3. Sensory nerves - carry messages 4. Motor nerves - send orders 5. Nerve cells - receive and transmit messages B. Functions - communications network of the body C. Effects of stimuli 1. Burnt skin - sun 2. Ruptured eardrum - explosion 3. Pinched nerve - slipped vertebra 4. Allergies - pollen 5. burnt mouth - hot substances 6. Other	(For illustrations of the body systems consult appropriate instructional materials both print and nonprint.) TEACHER: I-II. Ask each child to lie down on a piece of craft paper. Cut it off at his/her height. Let the children trace outlines of each other's body on the paper. Have each child fill in the outline of himself/herself with the different body systems. STUDENT: I. A. Construct a crossword puzzle on the nervous system. Exchange yours with a classmate and complete his/her puzzle. STUDENT: I. A. Write jingles about the parts of the nervous system. Share them with your classmates.	TEACHER: List the body systems and name a sensory stimulus. Ask the learners to identify the systems on which this stimulus would have a significant effect and explain the similarities and/or differences in the effects. For example: SYSTEMS Nervous — Skeletal Digestive — Muscular Circulatory — Reproductive Respiratory — Endocrine Excretory — Integumentary STIMULUS Very spicy food EFFECT Burning sensations are communicated through the nervous system - Nervous Burning sensation in stomach and gas pains - Digestive

CONTENT	ACTIVITIES	ASSESSMENT TASKS
II. Digestive system A. Structure 1. Mouth 2. Teeth 3. Stomach 4. Small intestine 5. Large intestine 6. Rectum B. Function - preparation of food for absorption and excretion C. Effect of stimuli 1. Anger, worry, sadness - traumatic experiences restrict the flow of gastric juices 2. Joy, happiness - serene experiences 3. Skin rash 4. Hives in the digestive tract 5. Gas formation resulting in pain III. Circulatory system A. Structure 1. Heart 2. Arteries 3. Veins 4. Capillaries	STUDENT: I. C. Watch the eye of a person when someone claps their hands twelve inches in front of their face. Is there a reaction? What? Why? STUDENT: I. C. Explain why people who have been in accidents may have to wear neck braces. STUDENT: II. A. 2. Draw pictures of various types of teeth and explain how they function. STUDENT: II. A. 2. Make clay models of different types of teeth and label the parts.	Burning sensation in rectum, gas pains in intestines and colon - Excretory/Digestive

CONTENT	ACTIVITIES	ASSESSMENT TASKS
5. Blood cells 6. Blood - volume 7. Other B. Functions 1. Transports food, oxygen, water, waste products 2. Defends against disease 3. Coagulates blood 4. Other C. Effects of stimuli 1. Increased blood pressure 2. Increased heart beat 3. Decreased circulation 4. Other IV. Respiratory system A. Structure 1. Mouth 2. Nose 3. Pharynx 4. Trachea 5. Bronchial tubes 6. Lungs a. Cilia - hairlike structures b. Alveoli - air sacs 7. Diaphragm	TEACHER: II. C. Invite a knowledgeable person to make an illustrated presentation on drugs and to discuss their effects on selected body systems. STUDENT: II. C. Explain why you might have a dry mouth if you become angry or upset. STUDENT: II. C. Explain how your attitude toward certain foods might affect how you feel about people and places? Why? STUDENT: II. C. Discuss what causes and effects allergies all have on body organs and systems. (Hives cause the skin to itch.)	Have students write a report on the influence of smoking on the respiratory system.

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CONTENT	ACTIVITIES	ASSESSMENT TASKS
90 B. Functions 1. Breathing 2. Transportation of oxygen 3. Elimination of waste products, carbon dioxide C. Effects of stimuli 1. Increase oxygen intake 2. Rapid breathing 3. Emphysema, black lung disease, asthma 4. Other V. Excretory system A. Structure 1. Kidneys 2. Bladder 3. Large intestine 4. Small intestine 5. Colon 6. Rectum 7. Skin - perspiration B. Function - removal of wastes C. Effects of stimuli 1. Diarrhea, constipation 2. Involuntary excretion 3. Infections 4. Other	STUDENT: III. Research the functions of the parts of the circulatory system. Pretend that the heart, arteries, veins, capillaries, and blood cells meet at a party. Each one talks about his/her function and how people can help him/her to function more easily. STUDENT: III. Write "Guess Who I Am" riddles about the circulatory system. Ask your classmates to solve your riddles. STUDENT: III. B. Draw stick figures carrying signs which explain the functions of the various parts of the circulatory system. Display them on the bulletin board. STUDENT: III. C. Count your pulse rate for one minute at rest. Have students jog in place for one minute. Retake pulse. What happened to your pulse rate? Why?	Students will describe the effects of exercise on the heart.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
VI. Skeletal system A. Structure 1. Bones a. Long - leg b. Short - fingers c. Round - joint d. Flat - breast, shoulder 2. Cartilage 3. Joints a. Ball and socket b. Hinge c. Pivotal B. Function - helps to hold humans erect; provides framework for the body C. Effects of stimuli 1. Broken bones a. Falling b. Tripping c. Twisting d. Other 2. Inadequate development a. Bow legs b. Six fingers, poorly developed teeth and feet, misshapen spine	STUDENT: IV. Identify specific sensory stimuli that may produce the following conditions: Hay fever — Common cold Asthma — Bronchitis Sinus trouble — Pneumonia Tuberculosis Emphysema Lung cancer Is there any one stimulus which is common to all of these conditions? What? IV. C. Draw and label the parts of the respiratory system. 1. Trachea (windpipe) 2. Bronchial tubes 3. Lungs 4. Diaphragm IV. C. Which of the above diseases are intensified by: 1. Smoking cigarettes? 2. Car fumes? 3. Other pollutants?	

CONTENT	ACTIVITIES	ASSESSMENT TASKS
VII. Muscular system 92 A. Structure 1. Muscles 2. Ligaments 3. Tendons 4. Joints B. Functions 1. Body movement 2. Body protection 3. Body shape C. Effects of stimuli 1. Improved muscle tone and strength 2. Cramp 3. Fatigue 4. Other VIII. Endocrine system A. Structure 1. Pituitary 2. Thyroid 3. Thymus 4. Parathyroid 5. Pancreas 6. Adrenal gland 7. Islet of Langerhans 8. Other	STUDENT: V. A.-B. Name the parts and explain the functions of the large intestines, small intestines, kidneys - bladder, rectum, and colon. STUDENT: V. C. Explain how inflammation of the appendix affects the excretory system. V. C. 2. Explain how the habitual use of laxative agents can cause a weakening of normal bowel functioning and the development of increasingly poor bowel habits. V. C. 2. Research the various effects which foods have on the excretroy system. Explain what is meant by a bland diet. Explain what is meant by laxative-type foods. Explain their purpose.	Students will list five reasons why it is important for older individuals (ages 50 and over) to exercise regularly.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
B. Function - chemical stimulators and regulators of the body organs through hormone production C. Effects of stimuli 1. Fear - produces adrenalin 2. Growth - controlled by pituitary hormones 3. Goiter - caused by insufficient thyroid hormone 4. Other IX. Integumentary system - skin A. Structure 1. Epidermis 2. Dermis B. Functions - provide a covering for the body C. Effects of stimuli 1. Burns 2. Blisters 3. Blushing 4. Perspiration 5. Other	STUDENT: V. C. 4. Explain why you might be covered with beads of perspiration when you become frightened. STUDENT: VI. A.-B. Study the structure of the skeletal system. Identify the types of bones, cartilage, and joints that make up this system. Explain the function of the skeletal system. VI. A.-B. Draw the front view of the human skull and locate some of the individual bones that fuse to form the skeletal portion of the head. Why is it important for these bones to fuse?	Have students examine bones of chicken or turkey; compare structure of the chicken/turkey bones with a picture of human bones. Have students list three reasons for different bone sizes.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
94	VI. A.B. Bring in a cardboard skeleton of a human being or an animal. Name as many of the bones as you can. Draw the skeleton of the right foot and the left foot. Are there differences? If so, what? STUDENT: VI. C. 1. Explain how sprains, fractures, and dislocations affect the skeletal system. Explain the meaning of each of the above terms. Does the x-ray help to diagnose skeletal damage? How? VI. C. Act out the role of a shoe salesperson explaining how shoes can contribute to healthy feet. STUDENT: VII. Discuss how or if the skeletal system could function without joints.	

CONTENT	ACTIVITIES	ASSESSMENT TASKS
	VII. A. 1. Make a fist of your hand and place it on a flat surface. Tighten your fist and press down on the surface. What muscles are involved? Was tension created? Why? VII. A. 1. Use a long balloon to demonstrate how your heart muscle forces blood to move through your blood vessels. STUDENT: VII. B. Draw a picture of a skeleton. Add muscles to it to show how the body gets its shape.	

CONTENT	ACTIVITIES	ASSESSMENT TASKS
96	VII. C. 1. Make a list of activities that help your muscles develop strength, flexibility, and endurance. In which activities do you participate? Plan a balanced program of activities which are appropriate for you.	
	VII. C. 1. Contract muscle in your arm. Have someone measure your arm at the point where the muscle is largest. Then measure your other arm at the same point. Which arm muscle is larger? Why?	
	VII. C. 2. Write a short play about the importance of both exercise and rest. How is the muscular system involved?	

CONTENT	ACTIVITES	ASSESSMENT TASKS
	STUDENT: VII. A. Draw a diagram of an arm. Show the muscles, tendons, and bones. Would your body function without muscles? How? VII. A. 1. Try to find out how many ways you can shape your tongue. The tongue is made up of voluntarily-controlled muscles. How does your tongue help you to digest food? VIII. A. Draw the locations of the pituitary, thyroid, parathyroid, and thymus glands on a diagram of the body. Explain the function of each gland. VIII. A. Report how the glands in our bodies affect our growth.	VIII. Have students describe the relationship between the endocrine system and growth; e.g., giants, obesity, etc.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
98	STUDENT: IX. Make plans for a trip. Discuss ways of avoiding sunburn and poison ivy. Why should these things be avoided? How do they harm the skin? Discuss the importance of medical care for severe cases of sunburn and poison ivy and the types of secondary infections which may result. How do you care for them? I-IX. Construct a vocabulary game similar to Bingo. About one week before the game is played, give the students a list of the words that will be used for the game; at that time they can review the definitions. On the day that you play VOCAB hand out the VOCAB card. The student is to select 25 words and fill them in on the VOCAB card - one to each square. Then read the definition one at a time, and if the student can correctly match the definitions to one of the words that he/she has on his/her card, he/she places a marker on the word. When a person has correctly matched the definitions with a line of words (similar to winning in Bingo), he/she is the winner of the game.	

CONTENT		ACTIVITIES		ASSESSMENT TASKS
V	O	C	A	B
Heart	Nose	Pancreas	Intestine	Vein
Mouth	Trachea	Adrenal gland	Blood	Bone
Lung	Bronchial Tube	Nerve	Stomach	Epidermis
Teeth	Cartilage	Spinal Cord	Joint	Artery
Brain	Pituitary	Muscle	Dermis	Thyroid

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Behavioral Objective 4: Given a list of human characteristics, the learner will be able to distinguish between those that are inherited and those that are acquired.

Grade Five

CONTENT	ACTIVITIES	ASSESSMENT TASKS
Human characteristics may either be predominately genetic or environmental in origin. In many cases they depend upon an interaction of the environment upon genetic potential for expression. I. Inherited characteristics A. Eye color B. Hair color C. Skin color D. Eye shape E. Tooth shape and color - shades of white and yellow F. Other II. The environment influences the genetic potential for inherited characteristics A. Characteristics 1. Physical a. Body size and form b. Sensory function c. Resistance and susceptibility to disease	TEACHER OR STUDENT: I.-II. Collect magazine pictures showing characteristics which could be classified as inherited or acquired. Prepare a learning station where you can arrange the pictures according to the appropriate classification. I. Identify inherited characteristics which help the polar bear, the hare, and the monkey adapt to their specific environments. I. Identify some dominant and recessive traits and explain how some traits result from interactions of environmental influence and genetic potential. I. Compare various genetic characteristics; e.g., color of skin, eyes, texture of hair, size and shape of lips and nose, and average body size.	TEACHER: Name, describe, or display characteristics of a human being. Ask the learners to state which ones are inherited and which are acquired. For example: Characteristics — Inherited or Acquired Hair Color — Inherited Muscle size — Acquired Eye shape — Inherited Personality — Acquired

CONTENT	ACTIVITIES	ASSESSMENT TASKS
1. Tuberculois 2. Dysentery 3. Allergies d. Other 2. Intellectual a. Interpretation of experiences b. Abstractions from experiences c. Understanding d. Evaluating 3. Social a. Personality b. Interactive behavior 1. Family 2. Peers 4. Emotional a. Traits b. Controls c. Perceptions B. Factors which influence development 1. Natural conditions 2. Human-made products and services 3. Social forces 4. Sensory stimulation 5. Assimilated substances C. Intellectual achievement 1. Family 2. Peer	II.-III. List examples of conditions which cause humans to exhibit protective behavior; e.g., allergies. How might such behavior affect or modify human's total health? II. Discuss allergies with emphasis on those that seem to be inherited. Compare the differences of persons who have allergies, with those who do not; e.g., special dietary practices. TEACHER: Read a true-to-life problem story to the class leaving the ending unfinished. Ask the class to complete the story, suggesting alternative courses of action. II. List peoples who have developed or acquired immunities to particular diseases as a result of living in certain parts of the world; e.g., African-carrying a single sickle anemia gene is resistnt to malaria. II. Explain the meaning of allergies and how they affect the nose and throat. Can steps be taken to prevent them? What?	

CONTENT	ACTIVITIES	ASSESSMENT TASKS
102 3. Community 4. School 5. Society 6. Other		

Behavioral Objective 5: Given a description or diagram of the reproductive systems, the learner will be able to identify the parts and to describe their development and their function.

Grade Five

CONTENT	ACTIVITIES	ASSESSMENT TASKS
Genetic perpetuation requires human reproduction and the development of special organ systems to accomplish this activity. I. Male reproductive system A. Penis B. Foreskin C. Urethra D. Scrotum E. Testes F. Sperm II. Female reproductive system A. Vagina B. Uterus C. Fallopian tubes D. Ovaries E. Ovum	TEACHER OR STUDENTS: View and discuss a movie, slides, or filmstrips on the reproductive systems. I.-II. Use transparencies, charts, or models to study the anatomy and physiology of the reproductive systems. I.-II. Prepare a vocabulary flash card game to develp verbal use of correct terminology for parts of the reproductive systems. III. Contrast the behavior displayed by present fifth graders with that of ninth graders. IV. Show and discuss films on menstruation.	TEACHER: Display a picture or diagram of the reproductive system of either the male or female. Name the various parts of the system. Ask the learners to name the part identified and describe its role in reproduction. For example: PART — FUNCTION Testes — Sperm develop or mature in the male Penis — Emits sperm from the body Ovaries — Contains the ova Fallopian tubes — Passageway for ovum from ovary to uterus

CONTENT	ACTIVITIES	ASSESSMENT TASKS
III. Endocrine systems A. Female 1. Pituitary 2. Ovaries B. Male 1. Pituitary 2. Testes IV. Menstrual cycle A. Function 1. Sets the limits for genetic perpetuation a. Supply of ova b. Onset of menopause 2. Allows fertilization to occur a. New ovum each month b. Optimal time each month B. Time period (average 28 days) C. Personal hygiene 1. Determines the selection of human-made products 2. Requires cleanliness		

CONTENT	ACTIVITIES	ASSESSMENT TASKS
V. Genetic perpetuation A. Sperm and ovum unite to form a zygote B. Genetic material transmitted from parents to zygote; e.g., genetic perpetuation		

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Behavioral Objective 6: Given a description of individuals of the same chronological age, the learner will be able to identify their similarities and differences and to explain the possible reasons for any differences.

Grade Five

CONTENT	ACTIVITIES	ASSESSMENT TASKS
Human development follows predictable patterns and is unique for the individual I. Patterns of development A. Infancy 1. Physical a. Gross motor control and development b. Formation of primary teeth - beginning dental care c. Visual perception d. Auditory perception e. Other 2. Intellectual a. Identifies people b. Experiments 1. Objects 2. Actions 3. Social a. Responds to stimuli b. Demands attention	TEACHER: I. Pre and post-test. Scramble the following list and have the learner put it in a chronological order according to what is usually representative for the society at large. 1. Being born 2. Entering first grade 3. Beginning puberty 4. Getting a driver's license 5. Graduating from high school 6. Starting higher education or job 7. Turning eighteen 8. Getting married 9. Retiring 10. Dying Compare the learner's understanding of a life span based on the results of the pre and post-test.	Display pictures or describe characteristics of two people who are of the same age, but have different characteristics. Ask the learners to name or describe those characteristics which are similar and those which are different and make a logical explanation why they may be different. For example: CHARACTERISTICS OF TWO 8-YEAR OLDS Child A — Child B 3 feet tall — 4 feet tall Blond hair — Brown hair POSSIBLE REASONS FOR DIFFERENCE Sex differences (male or female) Maturation rate Inherited potential Inherited Dyed Sunbleached

CONTENT	ACTIVITIES	ASSESSMENT TASKS
4. Emotional a. Ego development - self b. Needs 1. Love 2. Security 3. Trust 4. Other B. Childhood 1. Physical a. Gross and fine motor control and development b. Depth perception-judge distance c. Formation of permanent teeth 2. Intellectual a. Curiosity b. Independence 3. Social a. Peer involvement b. Family interaction 4. Emotional a. Sexual identity b. Disposition c. Temperment	TEACHER: I. Ask the learners to complete the following phrase (taken from a Barbara Striesand record) to recall their memories of infancy: "Jenny Rebecca - four days old - how do you like the world so far? What a lucky, lucky, lucky girl you are...You have _____." I. B. Prepare growth charts, using height and weight information and number of teeth present. Discuss the possible mental and physical health implications of the findings. Discuss: What is normal for me might not be normal for someone else. I. B. Consider these questions: How do grownups expect me to behave? How do I recall behaving on the playground; in movies; at a park; in school; at home?	Have students list and demonstrate ten things which they can do that an infant can not.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
108 C. Adolescence 1. Physical a. Rapid growth spurt b. Appearance of secondary sex characteristics c. Appearance of third permanent molars or wisdom teeth d. Other 2. Intellectual a. Change from concrete to abstract level of operation b. Growth toward independent learning 3. Social a. Search for independence b. Experimentation with vocational direction c. Development of relationships with the opposite sex 4. Emotional a. Sexual maturity b. Identity determination - Who am I?	TEACHER AND STUDENT: I. C. Discuss the idea that everyone is an individual and that each indivdual has different abilities and interests.	

BIBLIOGRAPHY
Grade Five

A. Pamphlets

Accent on You. Educational Department Tampax, Inc. Lake Success, New York 11040. Free. A booklet for Adolescent girls to fourteen years of age about menstruation.

Getting to Know Yourself. Campana Department B.F. Batavia, Illinois 60510.

A booklet of facts about menstruation and sanitary protection. Free

Growing Up and Liking It. Personal Products Co. Educational Services, Box 6 Milltown, New Jersey 08850. Free

New Life Cycle Programs and Materials. Kimberly-Clark Corp. 1981.

Very Personally Yours. The Life Cycle Center, Kimberly-Clark Corp. Box 551-Ck. Neenah, Wisconsin 54956.

A booklet of facts about menstruation and sanitary protection. Free

B. Records

What It Means To Grow Up(boys)
Kenworthy Enterprise

The Story of Growing Up(girls)
Kenworthy Enterprise

C. Filmstrips

Coping With Anger, Embarrassment, Frustration. Learning Tree Filmstrips. 1981. Four filmstrips; four cassettes.

Is There Anyone Else Life Me? Three filmstrips; three cassettes. 1976. Relates well to both child and parental needs.

BIBLIOGRAPHY
Grade Five

C. Filmstrips--continued

Sensing, Learning, Remembering, and Thinking. Filmstrips (4) and records (2). 1971. Time: I - 9 min.; II - 13 min.; III - 8 min.; IV - 8 min. Color. Producer: Harry Rokin Films. Distributor: Baily-Film Associates Educational Media.

Presents lucid explanations and illustrations of the sense organs. Also discussed are the nervous system and injuries to it, either by mechanical and chemical means or by bacteria and viruses, and how we learn, think, remember, and imagine. Excellent.

How We Grow. Four filmstrips; four cassettes. 1975. Educational Enrichment Materials.

There's A New You Comin'. (For Boys) Filmstrip and Cassettes. Marsh Film, Shawnee Mission, Kansas. 1983.

There's A New You Comin'. (For Girls) Filmstrip and Cassettes. Marsh Film, Shawnee Mission, Kansas. 1983.

Understanding Your Body - I. Filmstrips (8). 1978. Time: frames, no sound. Color. Producer: Encyclopedia Britannica Educational Corp. Distributor: Encyclopedia Britannica Educational Corp.

Explains the systems and their function in the body. The filmstrips include: "Taste, Smell, and Touch"; "The Skin and Its Functions"; "The Ears and Hearing"; "The Nervous System"; "The Muscular System"; "The Teeth and Eating"; "The Eyes and Seeing"; and "The Skeletal System."

Understanding Your Body - II. Filmstrips (7) 1978. Time: frames, no sound. Color. Producer: Encyclopedia Britannica Eductional Corp. Distributor: Encyclopedia Britannica Educational Corp.

Explains systems and their functioning in the body. The filmstrips include: "The Circulatory System"; "The Urinary System"; and "Diet and Health".

BIBLIOGRAPHY
Grade Five

C. Filmstrips--continued

You Got Mad: Are You Glad? Filmstrips (2) and record (1). 1970. Time: I - 6 min.; II - 7 min. Color. Producer: Guidance Associates. Distributor: Guidance Associates.

Provides a setting in which children are fighting and name calling. A teenage boy is snapping pictures of their actions and then discusses the picture and their feeling of hostility with the children. The children take a look at themselves and discuss their feelings.

You and Your Feelings About Others. Filmstrips/cassettes. 1977. Walt Disney Educational Media.

You and Your Feelings About Your Changing Body. Filmstrips/cassettes. 1977. Walt Disney Educational Media.

D. Films

2005 I Am
302 Life in a Drop of Water
1672 Living Things in a Drop of Water
296 Exploring Your Growth
557 About the Human Body
420 Wonder Engine of the Body
782 Family Life
4044 Naturally a Girl
346 Breathing and Respiration
1686 Bones and Joints
356 Digestion and the Food We Eat: Mechanics of Life
570 Hemo the Magnificent
420 Wonder Engine of the Body
554 Circulation How and Why
1738 Muscle and Movement
1169 Your Body and It's Parts
557 About your Body
399 Steps Toward Maturity and Health
4385 Me, Myself and Maybe

BIBLIOGRAPHY
Grade Five

E. Models

Dudley - Talking Torso. 1973. Distributor: Hubbard Scientific.

Human Torso - Super Machine. 1974. Distributor: Nystrom

F. Transparencies

Western Transparencies (GAF)
Growth of Body Hair
Physical Changes - Boys (Those We See)
Self Discipline
Ways of Control
Cleanliness Influences Health
Emotions and Body Functions
Exercise and Activities
Proper Sleep
Food Affects Growth
Hormones and Emotional Effects (1)
Hormones and Emotional Effects (2)
Endocrine Glands
Comparative sizes - Boys and Girls Ages 11, 12, 13, 14
Pubescence - The Age of Puberty
Pituitary Gland

G. Posters

Human Body: System for Maintaining Life. 10 study prints, Encyclopedia Britannica. 1977.

BIBLIOGRAPHY
Grade Five

H. Charts and Pamphlets

Educational Dept. Tampax, Inc. Lake Success, New York 11040

DC - SAP Chart of femal pelvic organs Notebook size 8 1/2 x 11
DC - S Chart of female pelvic organs Wall Poster 17" x 22
TG - From Fiction to Fact - A teaching guide on menstrual health.

Instructional Materials Kit
Personal Products Co. Educational Services Box 6, Milltown, New Jersey 08850

Contains 25 Growing Up and Liking It booklets. A guide for instructing young girls on feminine hygiene, and a selection of products for demonstration purposes: sanitary napkins, a sanitary belt and panty and purse case.

FAMILY LIFE AND HUMAN DEVELOPMENT
Grade Six

1. Given an emotion, the learner will be able to describe the effects of the emotion on an individual and/or the family unit.

2. Given the stages in the reproductive cycle of human beings, the learner will be able to arrange these stages in sequence from conception to birth and to describe the processes that occur at each stage.

3. Given a description of a cell of a living organism, the learner will be able to explain how living things transmit inherited characteristics.

4. Given the genetically determined characteristics of parents, the learner will be able to predict the possible inherited characteristics in offspring and to cite data to support these predictions.

5. Given a human characteristic, the learner will be able to describe how it grows and develops during life and to explain the reasons for the changes from stage to stage.

Elementary Instructional Guidelines

Grade Six

Essentials for this unit are:

1. Understanding human reproduction.
2. Explaining how family relationships affect individual behavior.
3. Understanding maturation and puberty.

Behavioral Objective 1: Given an emotion, the learner will be able to describe the effects of the emotion on an individual and/or the family unit.

Grade Six

CONTENT	ACTIVITIES	ASSESSMENT TASKS
Through perception emotions can serve as sensory stimulation. I. There are three basic emotions A. Love B. Fear C. Anger II. Emotions induce physiological and psychological reactions which are measurable, but which may or may not be observable. A. Emotional experiences cause changes in body processes. 1. Increased adrenalin flow 2. Increased heart beat 3. Increased breathing 4. Voluntary muscle tightening 5. Involuntary muscle reaction 6. Indigestion 7. Change in blood pressure 8. Pain 9. Other	STUDENTS: I. Dramatize meaning of anger, fear, and love to you and to those around you. I. Describe how you acted and why you acted this way in times of extreme fear or anger. TEACHER: I. Vehemently berate the class. After several minutes pause and tell them that it was a simulated situation. Ask them to write down the emotional reactions that they felt. Discuss the most common reactions. I. Collect pictures which portray different emotions. Discuss possible situations that might bring about these particular reactions. Make a bulletin board display which illustrates the situations.	Name an emotion. Ask the learners to list several physiological and psychological effects that may result from their experiencing that emotion. For example: LOVE Physiological: Increased adrenalin flow; Increased heart rate; Blushing; Laughing Psychological: Happiness; Anxiety; Daydreaming; Identification; Empathy

CONTENT	ACTIVITIES	ASSESSMENT TASKS
B. Externally observable behaviors occur due to physiological changes caused by emotions. 1. Crying 2. Blushing 3. Screaming 4. Perspiring 5. Laughing 6. Jumping, twitching, muscular responses 7. Developing skin responses - allergies, goose pimples 8. Urinating 9. Defacating 10. Vomiting 11. Fainting 12. Other C. Psychological reactions are responses to emotional experiences 1. Happiness 2. Courage 3. Anxiety 4. Cowardice 5. Hatred 6. Cruelty 7. Defense mechanisms - ways of saving face, of preserving one's self-image	I. Collect newspaper articles that describe how an individual reacted in an emotional crisis. Discuss the emotional need which you think the person was trying to satisfy. In what other ways might the emotional need have been met? TEACHER: I. Ask each learner to describe how he/she handles anger or frustration. List the various ways on the chalkboard. Label each one as destructive or non-destructive. Discuss the possible reactions to these behaviors. Discuss alternate ways of reacting. STUDENT: II. Discuss why some learners find it difficult or impossible to explain why their behavior was not acceptable and why they were sent to the principal's office. II. Organize into groups. Discuss why people are afraid of the dark, of certain noises, of falling from high places. Include your own physiological reactions and the observable reactions of others in similar situations.	

CONTENT	ACTIVITIES	ASSESSMENT TASKS
a. Compensation exaggerating a socially-approved trait to disguise or counterbalance an undesirable trait b. Daydreaming - drifting into a dreamy state which can become a substitute for reality c. Rationalization - inventing reasons or excuses for one's actions without being aware that these are not the real motives d. Identification - thinking, feeling, acting as one imagines someone else does e. Repression - forcing painful ideas or impulses into the unconscious where they can still affect behavior f. Substitution - replacing what one has lost or cannot have with something else g. Sublimation - expressing undesirable traits in socially-acceptable ways, often unconsciously	STUDENT: II. Write a brief description of how you felt when you were happy, depressed, cruel. Which of the three basic emotions most influenced your feelings? II. C. Define the following terms and give several examples from your own experience: daydreaming, repression, withdrawal, aggression, compromise. II. C. 2. Create and act out a skit which dramatizes each of the following defense mechanisms: daydreaming, rationalization, identification, substitution, withdrawal, compensation, repression.	

CONTENT	ACTIVITIES	ASSESSMENT TASKS
h. Withdrawal - holding aloof from unpleasant or unacceptable situations i. Aggression - attacking others in a provoked fashion j. Compromise - surrendering or adjusting one's views or principles to reach an agreement 8. Depression 9. Embarrassment 10. Frustration 11. Empathy 12. Sympathy 13. Guilt		

Behavioral Objective 2: Given the stages in the reproductive cycle of human beings, the learner will be able to arrange these stages in sequence from conception to birth and to describe the processes that occur at each stage.

Grade Six

CONTENT	ACTIVITIES	ASSESSMENT TASKS
Reproduction is a complicated process which starts with conception and normally ends with birth. I. The male and female are equal contributors of genetic material in human reproduction. A. All living cells come from other living cells through two general types of cell division. 1. Mitosis - growth and body maintenance 2. Meiosis - special division for producing mature reproductive cells a. Meiosis in males leads to the production of four mature functional sperm from one spermatogonium Male-Spermatogenesis	TEACHER OR STUDENT: I. A. 2. b. Diagram the process of meiosis spermatogenesis and oogenesis. TEACHER: I. A. 2. Use overlays to explain the process of meiosis. STUDENT: I. Define the terms gene and chromosome, and give a simple description of their function with regard to inherited characteristics. I. Make a paper model of a pair of chromosomes showing the genes each chromosome contains. Show how these are transmitted from parent to offspring.	List the stages in the reproductive cycle in random order. Ask the learners to arrange them in proper sequence and describe what takes place at each stage. For example: STAGES* PROCESSES Ovulation (2) Egg leaves ovary Egg matures (1) Egg ready to leave ovary Fertilization (3) Sperm and egg unite Embryo attaches to uterus (4) Placenta formed *Numbers indicate sequence Describe the parts of a cell which are concerned with the transmission of hereditary characteristics from parent to offspring. Ask the learners to explain how a gene which is carried within a cell transmits characteristics to an offspring.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
b. Meiosis in the female leads to the production of one mature ovum from one oogonium Female - Oogonesis B. The female factors in reproduction 1. Ovum or egg a. Single cell, round in appearance and containing small nucleus and much cytoplasm b. Microscopic in size - barely visible; largest cell in the body c. Non-mobile - pushed by muscular contractions d. Usual release at the time of ovulation e. Normal life span - six-eight days after release f. One complete set of chromosomes - 22 autosomes plus one sex chromosome	I. Research the chromosome pattern of different animals. Make up a test to use the information. Example: If I had _____ chromosomes, I would be a frog. STUDENT: I. A. Develop models to demonstrate an oogonium, the cell at the end of meiosis I, and the cell at the end of meiosis II. Do the same for a spermatagonium. Use play dough to make cells and pipe cleaners for chromosomes. I. Research the ways in which living things reproduce. Compile the information into a book form, including a table of contents and a glossary. STUDENT: I. B. 1. Label a diagram of the female reproductive organs. Do the organs develop at different rates of growth? Explain.	For example: CELL DESCRIPTION Cells contain chromosomes with many genes arranged on each one. POSSIBLE RESPONSE(S) Genes are responsible for transmitting characteristics. When the egg is fertilized by a sperm, it divides to form new cells and each new cell contains chromosomes and genes from each parent cell.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
2. Organs a. Ovaries b. Fallopian tubes c. Uterus d. Vagina 3. Menstrual cycle a. Menstruation b. Post-menstrual phase c. Inter-mentstrual phase 1. Eggs matured in ovary 2. Ovulation takes place 3. Egg may become fertilized in Fallopian tube 4. If not fertilized in the Fallopian tube within 12 hours, the egg disintegrates after its release from ovary d. Premenstrual phase 4. Carrier of the child	TEACHER: I. B. 3. Refer to the approved list of resources for appropriate films, filmstrips, slides, and transparencies for the anatomy and physiology which is concerned with menstruation. (See end of Level 6). TEACHER: I. C. Refer to an approved list of resources for appropriate flims, filmstrips, slides, and transparencies for the anatomy and physiology of the male reproduction system.	

CONTENT	ACTIVITIES	ASSESSMENT TASKS
124 C. The male factors in reproduction 1. Sperm a. Single cell with head region and tail b. Microscopic in size c. Mobile - capable of movement d. Large number during release e. Normal life span after release 24 to 48 hours f. Complete set of chromosomes - 22 autosomes plus one sex chromsome 2. Organs a. Penis b. Scrotum and testes c. Sperm duct-vas deferens d. Seminal vesicles e. Epididymis f. Prostate g. Urethra 3. Semen - a mixture of sperm and fluids	TEACHER: V. Discuss superstitions or wives' tales regarding pregnancy. Dicuss with the class the validity of these ideas. This activity could include other superstitions; e.g., pregnant mothers listening to classical music for the child to develop music appreciation, visits to art galleries for development of art appreciation.	

CONTENT	ACTIVITIES	ASSESSMENT TASKS
4. Semenal emissions a. Nocturnal emissions b. Ejaculations 1. Masturbation 2. Sexual intercourse 5. Presence or absence of male's x chromosome determines sex of child II. Conception is the union of the sperm and egg resulting in pregnancy. A. The meeting of the sperm and the egg is a chance meeting, and it takes place in the Fallopian tube. B. As a result of meiosis, the sperm carries 23 chromosomes and the egg carries 23 chromosomes. When they unite, a zygote with 46 chromosomes is formed. C. The sperm enters the egg by chemically producing an opening in the wall of the membrane. Fusion of the sperm nucleus and egg nucleus occurs.		

CONTENT	ACTIVITIES	ASSESSMENT TASKS
III. Fertilization results in a zygote. 126 A. The united sperm and egg is a zygote. B. The single cell zygote is genetically a new individual. C. The existence of the single cell zygote lasts from 12 to 24 hours. Then growth begins by cell division called mitosis. IV. When mitosis begins, the individual is called an embryo. A. The embryo attaches to the wall of the uterus approximately a week after fertilization. B. The placenta is formed and the individual begins to feed from the mother rather than from the yolk of the egg. C. The growth and development of the embryo continues by mitosis for approximately 8 weeks.		

CONTENT	ACTIVITIES	ASSESSMENT TASKS
V. The fetal stage is a continuation of growth by mitotic division. A. Organism takes on human life appearance. B. Specialized organs and body systems grow. C. Pregnancy becomes obvious to others. D. Heart beat and movements are detectable. E. Fetal stage continues through birth. VI. Reproduction is a complicated process which starts with conception and normally ends with birth. A. Birth - usual termination of pregnancy 1. Natural birth may be viewed in the following stages: a. Labor 1. Mild contraction 2. Water breaks (amniotic sac) 3. Dilation 4. Increased uterine contraction		

CONTENT	ACTIVITIES	ASSESSMENT TASKS
128		
b. Delivery - expulsion of fetus, usually head first c. Completion of birth process 1. Tying and cutting umbilical cord 2. Expulsion of placenta (afterbirth) B. Other - Caesarean birth -- surgery 1. Planned 2. Emergency		

Behavioral Objective 3: Given a description of a cell of a living organism, the learner will be able to explain how living things transmit inherited characteristics.

Grade Six

CONTENT	ACTIVITIES	ASSESSMENT TASKS
Inherited characteristics are transmitted by genes, which are carried by chromosomes located within the cell. Each kind of organism has a specific number of chromosomes in each cell. I. Chromosome structure A. Made up of genes which control various traits B. Number - constant for a species C. Function - transmission of genes from one generation to another II. Chromosomal changes A. Changes in normal chromosome number 1. Too many 2. Too few	TEACHER OR STUDENT: I. Define the terms gene and chromosome, and give a simple description of their function with regard to inherited characteristics. I. A. Make a paper model of a pair of chromosomes showing the genes each chromosome contains. Show how these are transmitted from parent to offspring. II. Research the chromosome pattern of different animals. Make up a test to use the information. Example: If I had _____ chromosomes, I would be a frog. I. Bring in photographs of yourself taken two years apart and note basic characteristics (ears, cheekbones, chin, teeth, face, lips, nose, height, hair, body build).	TEACHER: Describe the parts of a cell which are concerned with the transmission of hereditary characteristics from parent to offspring. Ask the learners to explain how a gene which is carried within the cell transmits characteristics to an offspring. For example: CELL DESCRIPTION Cells contain chromosomes with many genes arranged on each one. POSSIBLE RESPONSE(S) Genes are responsible for transmitting characteristics. When the egg is fertilized by a sperm, it divides to form new cells and each new cell contains chromosomes and genes from each parent cell.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
130 B. Chromosome breaks causing a change in structure. 1. X-ray 2. Emitted radiation 3. Fall out 4. Other III. Genes - determine genetic traits A. Control dominant traits - traits that usually occur in successive generations B. Control recessive traits - traits that usually do not occur in successive generations; e.g., the child may have a trait the parent apparently does not have but for which he carries a hidden gene.		

Behavioral Objective 4: Given the genetically determined characteristics of parents, the learner will be able to predict the possible characteristics in offspring and to cite data to support these predictions.

Grade Six

CONTENT	ACTIVITIES	ASSESSMENT TASKS
It is possible to predict some traits in successive generations of a family by basing the predictions on the genetic characteristics of their ancestors. I. Inherited traits are transmitted by chemical determiners called genes II. Genes are packaged together and make up rod-like structures called chromosomes. III. Each sperm and egg carries 23 chromosomes. Their union results in a zygote with 46 chromosomes. Sperm and egg can carry both dominant and recessive genes. IV. Twenty-two pairs of chromosomes=autosomes are concerned with body functions and physical traits. The remaining pair of chromosomes determine the sex of human beings and are called sex chromosomes.	STUDENT: I.-II. Read and report on Mendel's Law. Make a chart which illustrates how this law operates. STUDENT: VI. Given a physical feature, such as the nose, make a class study to demonstrate the great variations possible due to genetic differences. VII.-VIII. Research and discuss which diseases can be genetically transmitted. How might these diseases affect a person's life? 1. Sickle cell anemia 2. Hemophilia 3. Tay-Sachs disease 4. Huntington's Chorea	Describe specific genetically determined characteristics of two parents. Ask the learners to predict the type of characteristics the offspring may have and to support their predictions. For example: SITUATION: Characteristics in parents — POSSIBLE RESPONSE(S): Mother has blue eyes; father has brown eyes. Prediction of offspring — Brown eyes. Reason: — Brown acts as a dominant trait.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
V. The effects of some genes are apparent at birth (congenial) while the effects of other genes become apparent later in life. VI. Most genes work in pairs to produce genetic traits. VII. One member of a gene pair can make the effects of the other member. These dominant genes produce genetic traits. VIII. Genes whose effects are masked are called recessive genes. Two recessive genes work together to produce genetic traits.	STUDENT: VII.-VIII. Describe or draw the facial features of several sets of hypothetical parents and grandparents. From this description construct the faces of hypothetical children. VII.-VIII. State how Mendel's Law can explain simple inherited traits appearing in children but not in their parents.	

Behavioral Objective 5: Given a human characteristic, the learner will be able to describe how it grows and develops during life and to explain the reasons for the changes from stage to stage.

Grade Six

CONTENT	ACTIVITIES	ASSESSMENT TASKS
Humans progress through various developmental stages based on his/her genetic endowment and his/her environmental influences. I. Human growth and development progresses through specific stages. A. Infancy - zero to about two years B. Childhood - 2 to about 11 years 1. Physical a. Size - growth in height and weight slowed b. Skin texture and hair distribution 1. Skin - soft, flexible, elastic 2. Body hair - increased	STUDENT: I. B. 1.-5. Make a collage on the physical, intellectual, social, and emotional influences on children. Are there other influences? If so, you may wish to include them. Interpret the collage to your classmates. I. B. 1.-5. Make a mobile which shows the balance among a child's physical, intellectual, social, and emotional characteristics. Display in an appropriate area.	

CONTENT	ACTIVITIES	ASSESSMENT TASKS
c. Teeth 1. Complete eruption of the twenty primary teeth 2. Loss of primary teeth 3. Eruption of thirty-two permanent teeth d. Bones - neck bones soft to accomplish growth e. Sensory function 1. Muscular activities and responses refined and differentiated 2. Development of fine motor coordination	STUDENT: I. C. 1. b. Collect advertisements on products which deal with changes during puberty. Discuss their actual effectiveness. Suggestions: 1. Products to treat acne 2. Diet supplements 3. Cosmetics 4. Weights for muscle development 5. Personal hygiene products I. C. 1. b. 2. Compare and contrast the anatomical and physiological sexual changes of males and females during puberty. Discuss Discuss body reactions that may occur during puberty over which the individual has no control.	

CONTENT	ACTIVITIES	ASSESSMENT TASKS
f. Resistance and susceptibility to disease g. Continued sexual curiosity and inquiry h. Progressing from undifferentiated play and lack of identification of masculinity and feminity to overt identification with male or female i. Preference for companions of same sex 2. Intellectual a. Learning ability 1. Continued attempts at accomplishment of a task 2. Rapid development of communication skills b. Thinking ability 1. Imagination and enterprise dominating 2. Self-limits and ability defined	1. Nocturnal emissions 2. Menstruation 3. Certain skin problems STUDENT: II. C. Observe and make a collage of the emotional traits of adolescence. Discuss the implications of these traits upon behavior at home, in school, and in the community.	

CONTENT	ACTIVITIES	ASSESSMENT TASKS
3. Social a. Personality 1. Interaction with others-develops a concept of himself/herself 2. Confusing self-image 3. Importance of having a role-model with whom to identify b. Interactive behavior 1. Responsibility within the family 2. Association with peers 4. Emotional a. Traits 1. Learns to respond to and give love 2. Physical contact as an expression of love		

CONTENT	ACTIVITIES	ASSESSMENT TASKS
C. Adolescence - 10-12 to about 20-23 years 1. Physical a. Size 1. Height - rapid growth spurt a. Girls - 2 1/2-3 1/2 years prior to onset of menstruation - 8-10 years old b. Boys - 2-3 years prior to onset of puberty-10-12 years old 2. Body build a. Girls - Pelvic girdle broadens. b. Boys - Shoulder bones grow larger than girls, deepening chest cavities. 3. Weight a. Girls - accumulate fat over body from 8-16 years old. b. Boys - lose body fat 13-19 years old 4. Vocal chords lengthen-Boy's voice deepens.		Students will describe and/or list the developmental stages of adolescence.

CONTENT	ACTIVITIES	ASSESSMENT TASKS
b. Skin 1. Increased activity of sweat and oil glands a. Acne appears on face, chest, back b. Girls achieve smoother skin due to increased oil activity c. Nails grow fast 2. Increased activity of anterior lobe of pituitary gland a. Girls - 10-14-begin secreting estrogen from ovaries stimulating appearance of secondary sex characteristics 1. Smooth skin 2. Change in voice		

CONTENT	ACTIVITIES	ASSESSMENT TASKS
3. Growth of body hair - underarm and pubic area 4. Breast development 5. Increased sex drive 6. Production of ova and onset of menstruation b. Boys - 12-14 - Begin secreting testerterone (androgen) from testes simulating appearance of secondary sex characteristics 1. Muscle development 2. Broadening shoulders - deep chest cavity 3. Deep voice		

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CONTENT	ACTIVITIES	ASSESSMENT TASKS
4. Growth of body hair - underarm, pubic area, face, and chest 5. Increase in size of genitalia 6. Increased sex drive 7. Production of spermatozoa and nocturnal emission c. Teeth 1. All permanent teeth in place by 13 years except third molars (wisdom teeth) 2. Correction of malocclusion and placement of braces occurs at this time 3. Third molars erupt at 17-21 years of age d. Bones - rapid growth in length and thickness e. Sensory function 1. Awkward, clumsy due to growth spurt		

CONTENT	ACTIVITIES	ASSESSMENT TASKS
2. Boy's muscles increase rapidly in size and weight 3. Girl's muscles increase slowly in size and weight 4. Increased interest and skill in sports 5. Accident rate high due to a. Physical agility b. Increased physical activities of high risk-body contact sports c. Fluctuating emotions d. Vehicle operation f. Resistance and susceptibility to disease 1. Appearance of inherited diseases due to changing chemical balance in body; e.g., epilepsy, diabetes. These diseases may decrease in severity as chemical balance becomes stable. 2. Incidence of disease		

CONTENT	ACTIVITIES	ASSESSMENT TASKS
2. Intellectual a. Learning ability - directed by educational and vocational influences b. Thinking ability - developing more rational basis for making decisions 3. Social a. Personality 1. Identification with peers; e.g., groups, cliques 2. Identifies with hero 3. Altruistic, idealistic b. Interactive behavior 1. Girls - Interest in opposite sex appears earlier than it does for boys 2. Sports - star of team contributions		

CONTENT	ACTIVITIES	ASSESSMENT TASKS
4. Emotional a. Traits 1. Confidence in self 2. Hero worship 3. Sensitivity 4. Vulnerability 5. Egotism 6. Defensiveness 7. Daydreams 8. Challenge to authority b. Controls 1. Lessening external controls 2. Increasing internal controls		

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Grade Six

A. Filmstrips

Growing Into Manhood/Growing Into Womanhood. Guidance Associates/Harcourt Brace and World. 1973. Two part record filmstrip. I Physical Changes. II Glandular Development

Human Growth and Development: 4-6. Filmstrips (10) and tapes (10). 1972. Producer: International Teaching Tapes, Inc.

Presents information and concepts clearly and simply. The titles are: "Baby Chick"; "Baby Plants"; "Where are Eggs Made"; Where are Sperm Made"; "How do Sperm and Egg Join?"; "How does a Baby Grow Inside his Mother?"; "How a Baby is Born"; "Whom do you look Like?"; "Changing from Girl to Woman"; and "Changing from Boy to Man".

Human Growth, Birth and Development. Filmstrips and cassettes. Warren Schlvat and Co. 1972.

Life Begins Series. Filmstrip with records and charts. Distributor: Eyegate. 1969.

Charts include - Fish, Grasshopper, Duckbill Platypus, Mammals (horse-cow, sheep), Amoeba, Planaria, Flowers, Humans (male and female), Hydra, Bread Mold, Mendel's Laws of Heredity.

Mental Health: Toward a Positive Image. Filmstrips (7) and records (2) or cassettes. 1971. Distributor: Image Publishing Corporation.

Concentrates on helping learners gain a deeper insight into themselves through a series of seven filmstrips. "Sandcastle" deals with the death of a mother and the need for readjustment to a new way of living. "Reflection" uses alcohol as a theme in conveying the concepts of self-worth and acceptance of others. "My World-My Luck" focuses in on the evaluation of one's responsibilities and benefits. "The Other Is Me" examines the concept of prejudice and the influence of one's behavior on another. "The Critic" deals with how one relates to other people and shows one girl criticizing another for not bringing a present to the birthday party. "The Warning Game" presents the theme of smoking and the difficulties involved in trying to quit. "The Champion" is a story about a boy and his friendship with a race horse.

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BIBLIOGRAPHY
Grade Six

A. Filmstrips--continued

Reflections of Myself: (The Adolescent Experience). Filmstrips (2) and records (2) or cassettes (2). 1972. Distributor: Guidance Associates.

Focuses attention on the individual and the emerging self. Generally, they explore the feelings involved in making decisions. The understanding of others is an important factor in understanding self.

Sensing, Learning, Remembering, and Thinking. Filmstrips (4) and records (2). 1971. Distributor: Baily-Film Associates Educational Media.

Presents lucid explanations and illustrations of the sense organs; the nervous system and injuries to it either by mechanical and chemical means or by bacteria and viruses; and how we learn, think, remember, and imagine.

Sickle Cell...An Inherited Disease. Filmstrip and record. 1972. Producer: Glen Educational Films, Inc.

Explains why this disease occurs primarily in the black population; why early diagnosis and treatment are important; and how genetic counseling may help to prevent the disease.

Understanding Human Reproduction. Filmstrips (2) and records (2). Revised 1972. Distributor: Guidance Associates.

Presents male and female reproductive systems and discusses conception, pregnancy, and birth.

Understanding Your Body - I. Filmstrip (8). 1978. Encyclopedia Britannica Educational Corp.

Explains the systems and their functioning in the body. The filmstrips include: "Taste, Smell, and Touch"; "The Skin and It's Functions"; "The Ears and Hearing"; "The Nervous System"; "The Muscular System"; "The Teeth and Eating"; "The Eyes and Seeing"; and "The Skeletal System".

BIBLIOGRAPHY
Grade Six

A. Filmstrips--continued

Understanding Your Body II. Filmstrips (7). 1978. Encyclopedia Britannica Educational Corporation.

Explains systems and their functioning in the body. The systems include the circulation, endocrine, digestive, respiratory, reproductive, and urinary systems.

Your Growth Toward Manhood. Filmstrips/Cassettes. 1977. Walt Disney Educational Media

Your Growth Toward Womanhood. Filmstrips/Cassettes. 1977. Walt Disney Educational Media

B. Films

503	I Think
2188	Human and Animal Beginnings
2434	Your Body During Adolescence
2435	Physical Aspects of Puberty
2597	Fertilization and Birth
2177	Human Growth
2838	It Takes a Lot of Growing
705	Our Family Works Together
2406	Animal Reproduction
2611	How Life Begins
502	Almost Everyone Does
570	Hemo The Magnificent
5793	Must I, May I?
1693	Girl to Woman
1907	Boy to Man
5790	That's My Name, Don't Wear It Out
4387	People Need People
5784	Feeling Left Out

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C. Models

Body System Models. 1975. Distributor: Hubbard Scientific.

Dudley - Talking Torso. 1973. Distributor: Hubbard Scientific.

Supermachine. 1974. Distributor: Hubbard Scientific.

D. Transparencies Western (GAF) 1970

Baby: Its Conception and Birth
Cell Structure and Function
Developmental Patterns of Pubescent Girls
Developmental Patterns of Pubsecent Boys
Development of Concepts and Attitudes
Growth and Endocrine Glands
Physical Care and Self-Respect

E. Pamphlets

Channing L. Bete Co. As You Grow Up. 1983. Deals with body and emotional changes of adolescence. Sixth grade program.

Kimberly Clark. Very Personally Yours. 1981. Physiological aspects of menstruation.